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ABSTRACT

This set of health education materials for grade 3 includes a teacher's manual, student workbook, activity posters, student booklets, suggestions for a special event, and a booklet of letters for parents. The materials cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The emphasis in the grade 3 lessons is on decision making skills and injury prevention. (LL)

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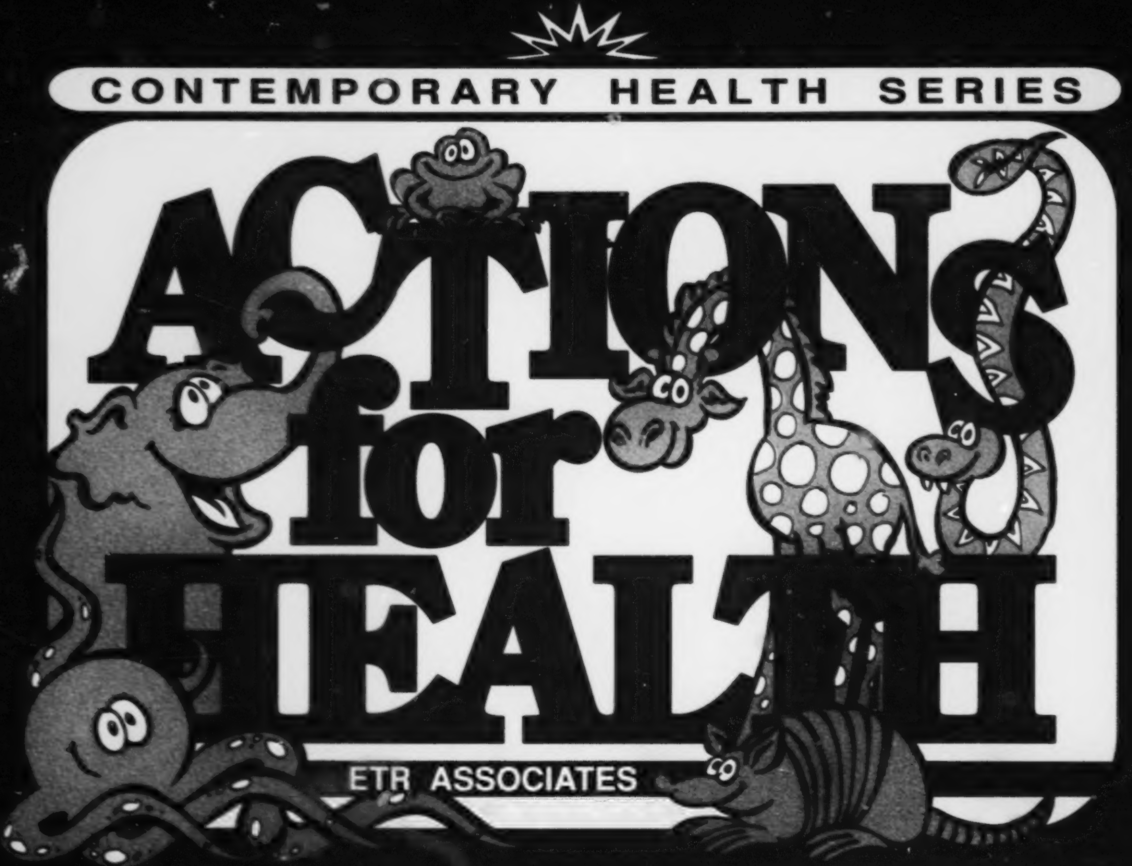

CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

ETR ASSOCIATES

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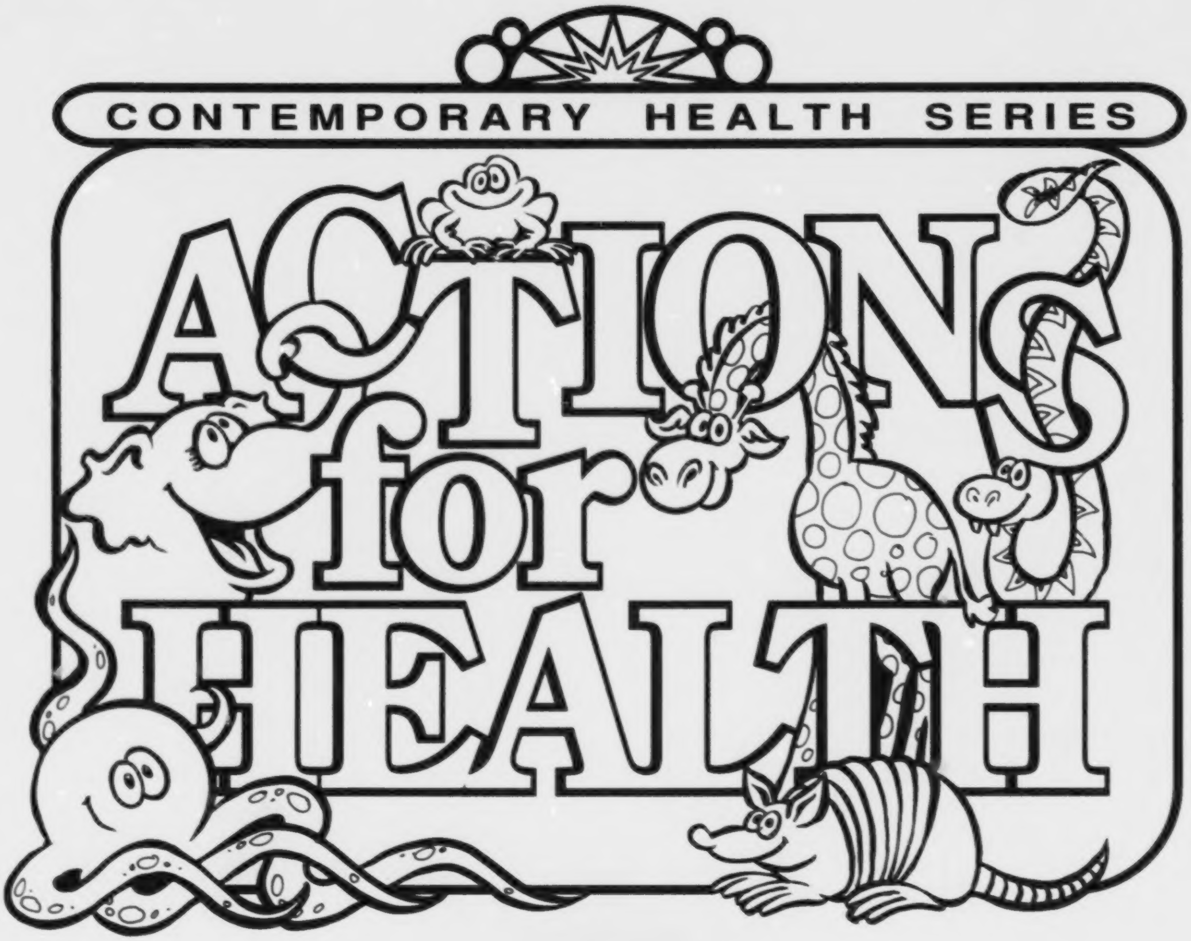

CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

3

ETR ASSOCIATES
Santa Cruz, California
1992

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality resources and our training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

Actions for Health is the elementary school component of ETR Associates' *Contemporary Health Series*, a K–12 comprehensive health education program.

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Acknowledgments

Actions for Health is the elementary component of ETR Associates' Contemporary Health Series. Together with *Into Adolescence* (for middle school students) and *Entering Adulthood* (for high school students), the series presents a comprehensive instructional program for health education in elementary through high school classes.

In many ways, the elementary program is the most critical part of the series. In addition to promoting cognitive development, elementary health education provides the foundation for building skills that promote healthy behavior and address health risks later in life. Self-esteem, decision making and other important skills that mark a healthy adult require time to develop and take hold. Education for important personal and social skills is essential at the elementary level.

Actions for Health is the result of the efforts of numerous educational advisors and consultants in addition to ETR staff. We wish to thank the administrators, curriculum specialists, teachers and health professionals who helped mold and refine this program. We also wish to acknowledge the students in classrooms across the country who participated in piloting this program. Their involvement was critical to the development of the final versions of each grade.

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Program Philosophy

Actions for Health was designed with the elementary educator's special needs in mind. Each grade level has been pilot-tested in classrooms around the United States to ensure that the curriculum is effective and easy to use.

This comprehensive curriculum for students in grades kindergarten through six addresses the scope of recommended health education content. This content includes personal health and hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, environmental and community health, and consumer health.

Each of these content areas is addressed at each grade level, but different topics are emphasized in different grades for balance and appropriateness. The developers of the Contemporary Health Series have chosen to group these content areas into six areas of emphasis.

Content Emphasis for the Contemporary Health Series

While the organization of the Contemporary Health Series represents a new way to look at health content, it correlates to specific health problems identified by the U.S. Centers for Disease Control (CDC) and to the ten basic health content areas. There is an emphasis, however, on important foundation elements needed to address health problems such as drug use and unintended pregnancy that begin to emerge in adolescence. A brief description of the six areas of emphasis follows:

- *Foundations for Health* addresses aspects of health education that are critical and important to the overall health of individuals. This area includes the topics of mental/emotional health, self-esteem, wellness, communication, stress management, relationships/friendships, responsibility, self-discipline, ethnic and cultural diversity, morals and values, refusal skills and decision making.
- *Personal Health and Nutrition* relates to the physical and personal aspects of health including consumer health and fitness.
- *Substance Use and Abuse* addresses education and prevention skills around the use of tobacco, alcohol and other drugs. This area emphasizes refusal skills and decision making.
- *Family Life and Sexuality* deals with the large range of content and skills related to families, relationships, growth and development, puberty, pregnancy, birth, sexual behavior, and sexuality and responsibility. This area also addresses the skills and information necessary to prevent the spread of sexually transmitted disease (including HIV/AIDS).
- *Injury Prevention* addresses the prevention of both intentional and unintentional injuries, including violence and suicide. This area focuses on encouraging behavior to reduce the risk of injury.
- *Health and Social Responsibility* addresses important social issues that are related to the health and welfare of others as well as self. These issues include acceptance of and respect for ethnic and cultural

differences, environmental concerns, community action, health care, and responsibilities related to the health of others.

While topics in each area of emphasis are addressed in each grade of *Actions for Health*, they are sequenced to be developmentally appropriate.

Personal and Social Skills

Recent research in prevention programs indicates that effective programs combine skill-building activities with information. *Actions for Health* addresses skill development with different skill themes emphasized at each grade level and reinforced across grades. Students use the health content identified for each grade to practice the particular skill for that grade level, although all skills are presented in all grade levels. This emphasis on skills development empowers children to make choices that contribute in a positive way to their health. This, in turn, enhances students' self-esteem.

The following list describes the skills emphasized at each grade level:

- *Grade K—Self-Esteem.* Although not a skill per se, self-esteem provides the foundation for *Actions for Health* and is therefore the focus of Grade K. As with the skills, self-esteem is reinforced in all the other grades.
- *Grade 1—Rewarding Healthy Behavior.* Feeling good about a behavior increases the likelihood that an individual will continue to practice the behavior. Students can be taught to reward themselves for their behavior. They can also learn to provide reinforcement for the healthy behavior of others. Teachers, parents and the community also play an important role in reinforcing and rewarding healthy behavior.
- *Grade 2—Communicating with Others.* Communication is an essential prevention skill. Effective communication skills enable students

to establish feelings of connectiveness, express feelings, communicate health needs and resist internal or external pressures to practice unhealthy behavior.

- *Grade 3—Making Decisions.* Students need to be able to identify decision points, clarify complex issues, gather information, evaluate the advantages and disadvantages of alternatives, and take action. Combined with health knowledge and the opportunity to make healthy choices, the ability to make decisions is a powerful skill.
- *Grade 4—Health Assertiveness.* Students need to be able to negotiate the right and the opportunities to practice healthy behavior. This skill involves resisting pressures to choose options that are inconsistent with personal, family or cultural values.
- *Grade 5—Managing Stress.* The ability to deal with stressful situations without jeopardizing one's health is an essential skill. Students need to be able to identify situations that cause stress and to minimize its potentially harmful effects.
- *Grade 6—Setting and Achieving Goals.* Students who can identify their needs, set goals and take action to achieve those goals are able to take charge of their lives and create their own opportunities to practice healthy behavior.

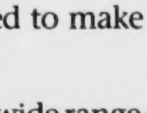
How to Use This Curriculum

This *Actions for Health* curriculum is designed to be both comprehensive and easy to use. Every effort has been made to make it easy for teachers to engage young imaginations directly in exploring health.

At each grade level, special features of the curriculum include emphasis on a particular skill for healthy behavior, a theme animal, student booklets that communicate health themes in fun-to-read stories, posters, a special event, and suggestions for involving families and community in the students' learning. All elements are designed to make learning about health interesting, personal and fun.

Grade 3 emphasizes decision-making skills across a wide range of health content. The theme animal for this grade level is Omar Octopus. The two student booklets, *Who Likes That Stuff?* and *A Helmet for Harry,* feature the decision-making process. The latter story also emphasizes an important injury-prevention message for third-grade students.

The curriculum incorporates a variety of instructional strategies designed to develop and maintain student interest and motivation. Some of the strategies are traditional, while others are more interactive, encouraging students to help each other learn.



Each grade in the curriculum has been designed to be taught in approximately 30 lessons, which would be about one health lesson a week throughout the school year. However, you may want to teach these lessons more often or group them in different ways to fit your specific needs. Some lessons do take more time than others to complete. In these cases, lessons can be broken up into two or more sessions; you will probably want to teach all sessions of such lessons in the same week.

Overview of Grade 3

The Grade 3 curriculum begins with **Unit I: Decisions, Decisions, Decisions.** In these four lessons, students learn to apply the decision-making process to choices they make in their daily lives. Throughout the curriculum, students are taught to use specific decision steps as they learn more about making healthy choices.

The five lessons in **Unit II: Decisions About Getting Along with Others** focus on learning to work together and get along with others both at home and at school. They emphasize the importance of cooperation and consideration. The last lesson in this unit helps students recognize dangerous situations and provides practice in saying no.

Unit III: Decisions to Help You Stay Healthy provides information and decision-making practice in the areas of fitness, rest, nutrition and disease prevention. There are seven lessons in this unit.

The three lessons in **Unit IV: Decisions About Personal Safety** deal with safety issues around the home, including the kitchen, and in the car.

Unit V: Decisions About Drugs discusses the differences between drugs that help the body (medicine) and dangerous drugs, with an emphasis on the dangers of tobacco use. These three lessons include information about using medicine safely and the dangers of drug use, and encourage students to make a decision not to use tobacco or other drugs.

The two lessons in **Unit VI: Decisions About Safe Bicycling** focus on making safe decisions about bicycling, including wearing a helmet.

In **Unit VII: Decisions About the World** three lessons introduce students to the topics of pollution and protection of the environment.

A final lesson provides an opportunity for students to review the healthy decisions they have learned to make during their study of the curriculum.

Special Event

Each elementary curriculum grade level includes suggestions for a special event that focuses on or features the projects and the health information taught at that level. In Grade 3, the suggested special event is a Bicycle Safety Show. Be sure to check the suggestions for this special event early in the year so you will have adequate time to plan for it.

We recommend that the special event be a schoolwide and community event. As with any of the suggested activities in this curriculum, feel free to adapt the special event to the needs of your students.

Lesson Elements

To increase your ease in using the curriculum, a simple, consistent design guides you through each lesson. The basic elements of the design are described in the following pages.

Objective

The objective for each lesson is clearly stated. It establishes the content to be addressed and identifies the behavior to be practiced. Some lessons have more than one objective, and each objective is clearly addressed in the suggested evaluation of the lesson.

Time

The time indicated for each lesson is an approximate measure, based on a 30-minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

Overview

The overview briefly discusses the concepts that will be dealt with in the lesson and describes the procedures involved.

Integration

For most lessons, we have suggested appropriate subjects for integration of the health curriculum. We encourage integration as a way to enhance learning.

Teacher Materials and Preparation

Each lesson includes a list of the materials and resources you need to complete the lesson. We have assumed that certain basic materials are always available, including chalkboard and chalk, or posterboard or chart paper and markers. We also assume that your students have pencils or pens to complete the worksheets, and paper on which to take notes. Other supplies you will need, such as art supplies, are indicated for each lesson.

Many teacher pages present information to students as a group. If you have an overhead projector available, these pages can be made into transparencies. You can also enlarge the pages to make posters to show the class or copy the information onto the board.

Procedure

The procedure provides a step-by-step guide to presentation of the lesson. Each lesson contains skills-based activities that provide students appropriate practice with both the content and the behavior indicated in the objective.

Evaluation

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The methods are listed following the procedure section of each lesson. Evaluative methods include analysis and comment on worksheets and other materials, as well as observation of individual responses.

It is impossible to measure objectively, quantitatively or qualitatively the development and maintenance of many health-related skills, and it is inappropriate to grade student work that is reflective of individual feelings, beliefs or behaviors. Therefore, the evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson.

Home/Family Involvement

Many lessons include suggestions for Home/Family Involvement. Family and community involvement is an important aspect of a comprehensive health curriculum. The health knowledge and skills students gain in the classroom need to be supported and reinforced at home and in the community.

Several lessons include letters about the curriculum to send home. You are also encouraged to invite family members and other volunteers to help you in the classroom as you teach these activities. The lively student booklets have been designed to be taken home and read with family members. We leave it up to individual teachers to choose whether the booklets are consumable. They certainly can be brought back to school for use in future years.

Follow-Up/Extension

Many lessons also include suggestions for Follow-Up/Extension activities. These activities can help you extend and enhance the lesson. You are encouraged to use these activities as appropriate for your class.

Suggested Resources

Some lessons contain suggestions for additional resources, which you can use to supplement the material provided. Some resources offer additional information for you, some suggest activities to enhance students' learning, and some offer information for parents and families. None of these resources are needed to complete the lessons. Feel free to make use of these suggestions as you see fit.

Teacher Responsibilities

Many aspects of a health curriculum deal with sensitive subjects that require a careful approach to teaching. As a teacher, you have a responsibility to follow district guidelines for instruction in sensitive subjects. We have carefully developed activities for appropriateness. However, it is not possible to meet the specific guidelines for all districts.

Additionally, be aware of the maturity level of your students and adjust lesson activities and content accordingly. Involve students' family members as appropriate.

Classroom atmosphere is critical when teaching sensitive topics. You are encouraged to establish classroom conditions and groundrules that contribute to feelings of security, autonomy, belonging, purpose and personal competence.

If possible, for discussions involving the whole class, seating should be arranged in a circle or horseshoe configuration so all students can see their classmates. Such arrangements encourage interaction and promote a more relaxed environment.

Groundrules

Groundrules help provide a comfortable, positive and secure classroom environment. You may choose to involve students in developing class groundrules. Some suggestions for groundrules include:

- Treat each other with respect and courtesy.
- Listen carefully to others.
- Allow others to speak without interruption.
- Be supportive of others. No put-downs allowed.
- No question is stupid or wrong.

Students should be assured from the beginning that they have the right to pass during any discussion or activity that involves personal opinions, feelings or experiences. ***Be sensitive to student feelings, and provide an element of privacy for personal assessments.***

Responding to Student Questions and Concerns

Questions about any aspect of health may be sensitive or difficult to answer. When students ask questions about sensitive issues, consider the following points:

- What is the student really asking?
- Why is the student asking the question?
- What does the student already know?
- How much information does the student need?

If students begin to disclose information about personal or family problems during class discussion, tell them that you would like to discuss the situation privately. Be sure to arrange to talk privately with such students. The following guidelines can help you respond to students' personal concerns:

- Listen carefully; ask questions only to clarify information.
- Praise the child for telling someone about her or his concern.

- Validate the child's perceptions.
- Reassure the child that it is not his or her fault.
- Encourage the child to talk to parents or appropriate family members about the concern.
- Encourage the child to take good care of herself or himself—to eat healthy food, get enough rest, spend time with friends, work hard in school.
- ***Follow district policy and state laws regarding reporting the disclosure to appropriate authorities.***

You may also want to contact parents or other family members to let them know of the child's concerns.

UNIT I

Decisions, Decisions, Decisions

LESSON

1

I'm Special!

Objective

Students will be able to explain what makes them different and special.

Time

Two class periods.

Overview

Unit I: Decisions, Decisions, Decisions begins with a lesson that emphasizes individual uniqueness. Understanding their unique and special qualities helps build students' self-esteem, which helps motivate them to make healthy decisions.

To begin the lesson, students brainstorm things they have in common. They are introduced to Omar Octopus, the theme animal for this grade level, and discuss what makes him special. Students then complete a worksheet about their own unique qualities and discuss it with a partner. They use this information to create symbols for themselves.

Note: Be sensitive to the personal situations of your students. Some students may not be comfortable sharing certain information about themselves. Set up or review class groundrules before beginning this lesson. (See Introduction for suggestions for groundrules.)

Integration

Art, social studies.

Teacher Materials and Preparation

HAVE:

✓ Brown craft paper or manila paper, one large sheet for each student.
✓ Art supplies (crayons, markers, paint) for students.
✓ Scissors and glue for students (optional).
✓ Old magazines for students to cut pictures from (optional).

COPY:

✓ **What's Special About Me?** worksheet, one for each student.

MAKE:

✓ Stick puppet, transparency *or* poster of **Omar Octopus.**

PREPARE:

✓ Prepare a note for each student identifying one or more special things you have noticed about the child. Present these notes to students at the end of class or at some other appropriate time.

REVIEW:

✓ **Know Your Octopus *Teacher Background Information.***

Procedure

■ Begin with a brainstorming activity that focuses on things all children have in common. Encourage students to generate as many ideas as possible. Possible responses include the following:

- We all need food, water and air to live.
- We all need shelter (a place to live).
- We all need love and affection.
- Children need adults to help care for them.

Help students generalize that people are able to get along, cooperate and be considerate of one another because we all have a lot in common. However, each of us has some things about us that make us special.

■ Show students the **Omar Octopus** transparency, poster or puppet. Explain that Omar is a very special octopus. Tell students Omar will be helping them learn about how they can make decisions that will help them stay healthy.

Share with students some of the material from the **Know Your Octopus** ***Teacher Background Information.*** Ask students what they think is special about Omar. Responses may include:

- He lives in the ocean.
- He can change color.
- He likes to hide in rocks under the ocean.

Point out to students that each of us has many things that make us special. Encourage students to view the differences among them positively. Explain that our lives are enriched by our multicultural, multiethnic society. Include the following points:

- We all look different from one another. In fact, no two people (except possibly identical twins) look exactly alike.
- Each of us has special talents—things we're good at. Some people are good in math; some are good in reading; some are good in sports; some are good at building things; some are good at getting along with other people. Most people have many talents.
- Each of us has different skills we've learned. Some of us have learned karate; some have learned how to draw well. Some of us

speak a language other than English; some have learned how to ride a bike or fly a kite.

- Each of us has a different and special personality. Some of us are talkative; some are shy. Some of us are serious; some are always laughing.

Tell students that today they will have a chance to identify some of their own special characteristics.

■ Distribute the **What's Special About Me?** worksheet. When most students have completed the worksheet, ask them to share their answers with a partner. Remind students that they do not have to share any answers they don't want to share.

Lead a class discussion of the worksheet. Ask students how it felt to answer the questions. Which questions were easy to answer? Which questions were harder?

Remind students that different people will not only have different answers to the questions, they will also have different feelings about them. Emphasize that these differences make us special.

Note: Feelings are emphasized in Grades 1 and 2 of *Actions for Health*. If your students have not had much opportunity to learn about feelings, help them differentiate among feelings. Provide some feelings vocabulary words, if needed, e.g., happy, sad, angry, embarrassed, surprised, excited, proud.

■ Ask students if they know what a *symbol* is. Explain that a symbol is something that represents something else. Tell students that today they will have the chance to create a symbol to represent themselves.

Suggest that their answers on the **What's Special About Me?** worksheet may help them decide what would be a good symbol. Examples of possible symbols include:

- a jet for someone who knows a lot about planes
- a paint brush for someone who is good at art
- a bat or a mitt for someone who is good at softball

- a tap or ballet shoe for someone who is good at dancing
- a guitar for someone who can play it

Ask students what would be a good symbol for Omar Octopus. Be prepared to share a symbol you might choose to represent yourself.

■ Distribute paper and art supplies to students. Have them draw, color or paint their symbols. You may also want to distribute magazines and let students cut and glue pictures to represent themselves. Display students' completed symbols in the classroom or hall.

Evaluation

As students work on creating their personal symbols, discuss with each student individually why she or he feels the symbol represents her or his uniqueness.

Home/Family Involvement

Encourage students to take the **What's Special About Me?** worksheet home to share with their families.

Suggested Resources

It's Great to Be Different! An Activity Poster. Santa Cruz, CA: ETR Associates. This cheerful poster helps children appreciate the differences that make them unique.

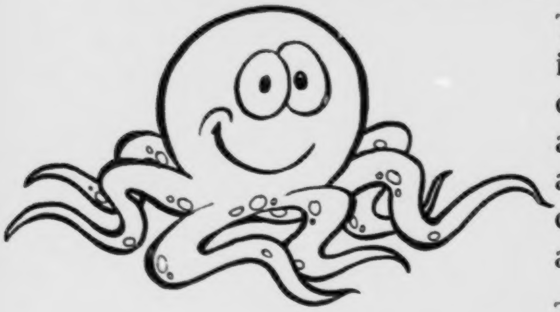
The Multicultural Caterpillar: Children's Activities in Cultural Awareness. A. C. Matiella. Santa Cruz, CA: ETR Associates. Lively activities introduce children to the concept of cultural diversity.

Positively Different: Creating a Bias-Free Environment for Young Children. A. C. Matiella. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers offers practical suggestions to help children recognize, respect and celebrate diversity.

Talking with Your Child About Prejudice. Santa Cruz, CA: ETR Associates. This easy-to-read pamphlet helps parents teach their children to celebrate diversity.

Know Your Octopus

Teacher Background Information



The octopus is often misrepresented as a frightening and dangerous monster. In fact, the typical octopus is relatively small (no larger than three feet across with tentacles fully extended) and deathly afraid of anything larger than it is. A solitary creature, the octopus hides out during the day to avoid predators and goes looking for food at night.

This "monster" has large, almost human, eyes that seem amazingly intelligent. Octopuses are easily tamed and can be trained to take food from the hand of an attendant or visitor. Some will even pull your fingers open to get at a tightly held bit of food.

An octopus swims by taking water in through its gills and then squirting it out through something like an exhaust pipe—in this way, it propels itself along in short, jerky movements. And octopuses have an amazing ability to ooze through cracks. The director of one aquarium tells of an octopus three feet across repeatedly escaping the box it was being moved in by squeezing through a crack that was only an eighth of an inch wide!

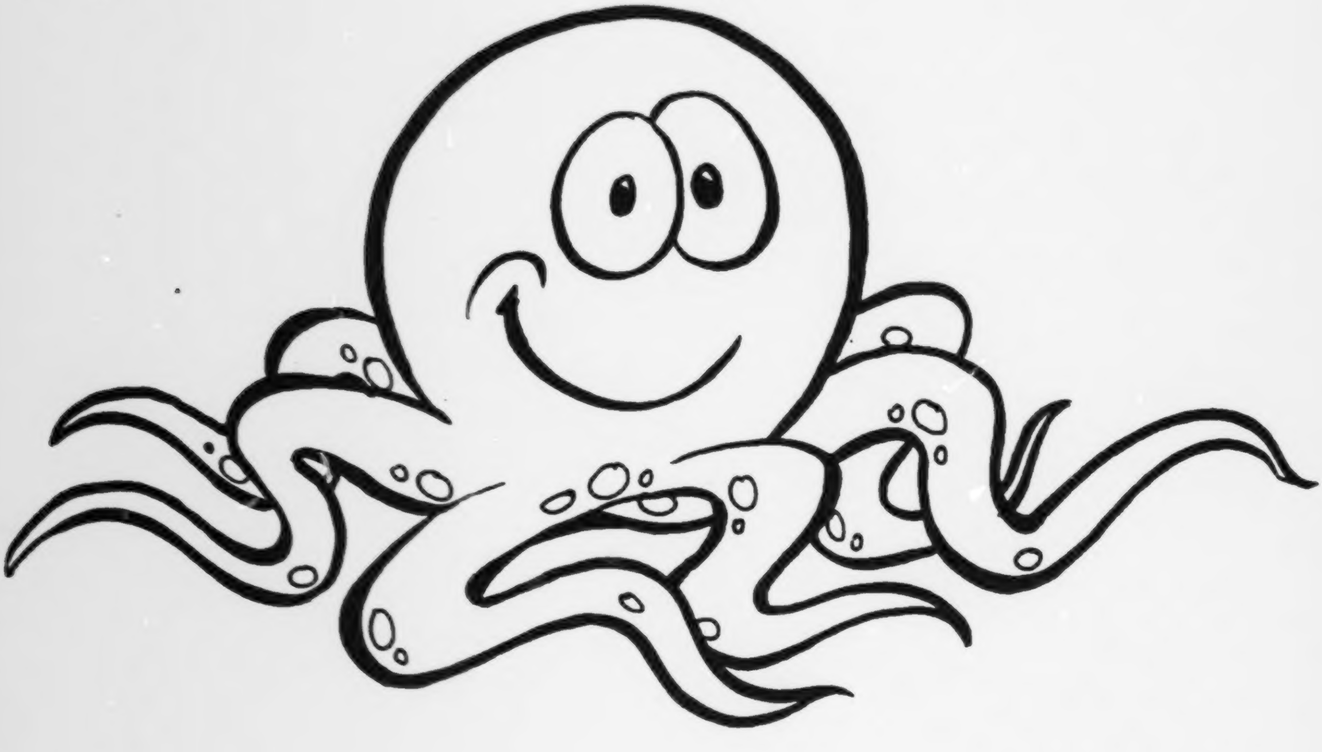
Like a chameleon, the octopus can change colors to match its environment. It can turn red or dark brown on rocks, bright green on seaweed. If an octopus is frightened, it may turn pale with fright. If terrified, it may flash from one color to another.

When threatened, an octopus will sometimes squirt out a jet of dark ink. Scientists have assumed that the purpose of this ink is to cloud the vision of predators (it's harmless to humans and fish). Recent research suggests that the ink may also paralyze the sense of smell of one of the octopus's major predators, the sharp-toothed moray eel.

TEACHER

Omar Octopus

Directions: Use this page to make a poster or stick puppet of Omar Octopus. Introduce him to the class as the theme animal for Grade 3 of *Actions for Health*.



Name ____

What's Special About Me?

Directions: Answer the questions about what makes you special.

Your Looks

1. What color is your hair? ______________________________

   How do you wear it? Is it straight, curly or wavy? ______________

2. What color are your eyes? ______________________________
3. Do you have freckles? ______________________________

Your Talents and Skills

4. Do you have a hobby?_____ What is it? ______________
5. Do you play an instrument? ______________________

   Which instrument? ______________________________

6. What sports are you good at? ______________________

   ____

7. Have you ever won an award? _____ What did you win an award for? ____

   ____

8. Do you belong to any clubs or groups outside of school? ___________

   Which clubs or groups do you belong to? __________________

   ____

9. Can you speak a language other than English? ______________

   Which language? ______________________________

10. Have you ever fixed something that was broken? ______________

    What? ____

Name ______________________________

What's Special About Me? (continued)

Your Personality

11. What makes you laugh? ______________________

12. What makes you sad? ______________________

____

13. What makes you angry? ______________________

____

14. What makes you a good friend? ______________________

____

Your Family

15. How many people are in your family? ______________

16. Do you have a pet? _____ What is it? ______________

17. In what ways are the people in your family alike? __________

____

18. In what ways are you different? ______________________

____

Your Favorites

19. What is your favorite food? ______________________

20. What is your favorite holiday or celebration? ______________

21. What is your favorite subject in school? ______________

What Else?

On another piece of paper, write about what else makes you special.

LESSON

2

Making Decisions

Objective

Students will be able to identify decisions they make.

Time

One class period.

Overview

This lesson introduces the concept of decision making. It helps students understand that they make decisions every day and emphasizes that information helps us make good decisions. The lesson also points out that not all decisions are appropriate for children to make.

Students begin the lesson by thinking about decisions they make. A story helps students understand that choices they make every day are decisions. Students work in cooperative learning groups to complete a worksheet about who makes certain kinds of decisions—whether they're made by adults or children, or adults and children together.

Integration

Language arts, social studies.

Teacher Materials and Preparation

COPY:
- ✓ **Who Makes These Decisions?** worksheet, one for each student.
- ✓ **My Decisions** worksheet, one for each student.

REVIEW:
- ✓ **Josie's Everyday Decisions,** before reading it to the class.
- ✓ **Who Makes These Decisions?** ***Example.***

Procedure

■ Write DECIDE on the board. Ask students for other words that mean about the same thing as decide (choose, select, pick).

Ask students if they've made any decisions today. Allow several students to name a decision they've made. Point out that we make decisions every day, such as what to wear and what to eat. And, sometimes, we don't even realize that we're making a decision.

■ Tell students that you're going to read them a story about a third grader named Josie. Josie makes lots of decisions every day. In fact, the story mentions many decisions that Josie makes.

Read **Josie's Everyday Decisions** to the class. You may want to read it all the way through the first time. Then read it again, pausing after each decision point (identified by italics). Tell students to raise their hands or make a mark on a piece of paper every time you read a decision Josie is making. When you finish the story, go back and review all of Josie's decisions.

Ask students the following questions:

- Do you ever make decisions like Josie's?
- When you're making a decision, do you think about it being a decision?
- Do you ever make decisions automatically, without even thinking about them?

Note: Depending on the circumstances of your class, you may want to acknowledge that Josie made a lot of decisions. Some children may not have as many choices as Josie does about what to eat or what to wear. Try to emphasize decisions your students do make.

■ Divide the class into groups of four or five students. Distribute the **Who Makes These Decisions?** worksheet. Tell groups to discuss who usually makes each decision. Is it a decision children can make alone, or is it a decision adults make for children? As groups decide which column each decision belongs in, have students mark the appropriate column on the worksheet.

Ask each group to report to the class, and lead a class discussion of the worksheet. (See the **Who Makes These Decisions? *Example*** for help in leading this discussion.)

Point out that some of these decisions may be made by an adult and child together. Discuss. Tell students to circle the decisions that adults and children make together.

Help students generalize that the decisions they can make are about things they know about or can learn about; the decisions that adults make for children are about things children don't know enough about, but adults do. Sometimes adults can help children make decisions by providing more information.

■ Ask students if they've ever made a decision that didn't work out the way they wanted it to. Ask for examples, and be prepared to share an example of your own.

For example, Josie's decision not to take her raincoat or umbrella might not work out if it starts to rain. If she had heard the weather report, she might have made a different decision.

Point out that to make good decisions we need information. Often when we make the wrong decisions, it's because we don't have enough information to make better decisions. Add that we often can learn a lot from the mistakes we make. If Josie gets wet because she has to walk home from school in the rain, she might learn to take her raincoat or umbrella when it looks like rain.

Ask students what kind of decisions they like to make. Explain that throughout this school year they will be learning how to make better decisions.

■ Distribute the **My Decisions** worksheet. Tell students to write about or draw a picture of a decision they made yesterday or today—even if they didn't realize they were making a decision at the time.

Evaluation

Evaluate students' responses on the **My Decisions** worksheet for their ability to identify decisions.

Home/Family Involvement

Suggest that students take home the **Who Makes These Decisions?** worksheet and discuss who makes those decisions in their families.

Follow-Up/Extension

Describe the following situation to students: Has this ever happened to you? You made up your mind about something. When you told your family what you had decided, someone said you couldn't do it. You were very angry; maybe you even did something without permission just because you were told you couldn't do it. But a few hours or a few days or a few weeks later, you realized that your family was right.

Have students discuss their experiences. Identify why their parents or other family members were right to say no. Who had more information—the child or the parents? Who could make the best decision—the child or the parents?

Have students explore opposites using decisions. For example, have them identify a *kind* decision and a *mean* decision; an *important* decision and an *unimportant* decision; an *expensive* decision and an *inexpensive* decision, etc. Help students generalize that all decisions are not equal in importance.

TEACHER

Josie's Everyday Decisions

Directions: Read the story to students.

It was seven o'clock in the morning and Josie's alarm was ringing. Josie slowly opened her eyes and stretched. She thought, "I'd really like to stay in bed. But I've got to get to school." So she *decided to get up*. She noticed it was a little chilly. So she *put on her robe and slippers.*

Josie's stomach was growling. She needed something to eat. So she *went to the kitchen to get some breakfast.* There were lots of choices. She could have waffles or toast or cereal. She could have bacon and eggs, pancakes or an English muffin.

Josie thought for a minute. She had just had waffles yesterday. She didn't really want toast or muffins. Bacon and eggs are delicious but they take a long time to cook, and everyone was in a hurry. So she ended up *choosing cereal and milk with a glass of juice.*

Josie was talking to her brother when she realized it was seven-thirty. She wanted to watch cartoons, but she knew if she did, she'd be late for school. So Josie *went back to her room to get dressed.*

But what should she wear? Josie had three favorite shirts. She took them all out of the closet. She *chose the shirt with red and blue stripes*. But when she put it on, she saw there was a button missing. She thought about wearing it anyway, but *she decided to take it off.* Then she *put on a light blue shirt.*

Josie looked at the clock—ten to eight, almost time to leave. Then she remembered. She hadn't brushed her teeth. She really was in a hurry, and brushing your teeth takes time. But Josie knew she was supposed to brush her teeth after every meal. So she *rushed into the bathroom and brushed her teeth as quickly as she could.*

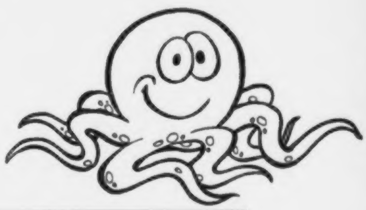
Josie's mom had said Josie could make her lunch or buy lunch at school. Josie thought about making her lunch, but since she was late, she *decided to take money to buy lunch at school.*

She *put on a sweater.* Then she opened the front door. She noticed that the sky was gray, and it looked like rain. But Josie *decided not to take her raincoat or umbrella.*

She got to school early after all. She saw some kids hanging around, but that looked pretty boring. She wanted to play. So she *found some other kids who wanted to play, too, and they started a game of catch.*

Name ____________________

Who Makes These Decisions?

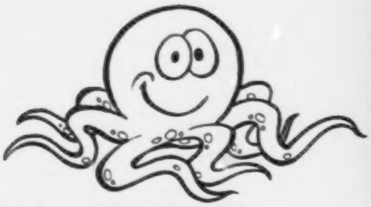


Who Decides?	**Child**	**Adult**
To ride a bicycle or play ball only on streets that aren't busy		
To go out and play to get exercise		
To buy fresh fruits and vegetables		
To eat fresh fruits and vegetables		
To take an aspirin		
To brush teeth after eating		
To make an appointment with the doctor		
To choose a new dentist		
To put garbage in a garbage can rather than throwing it on the street		

TEACHER

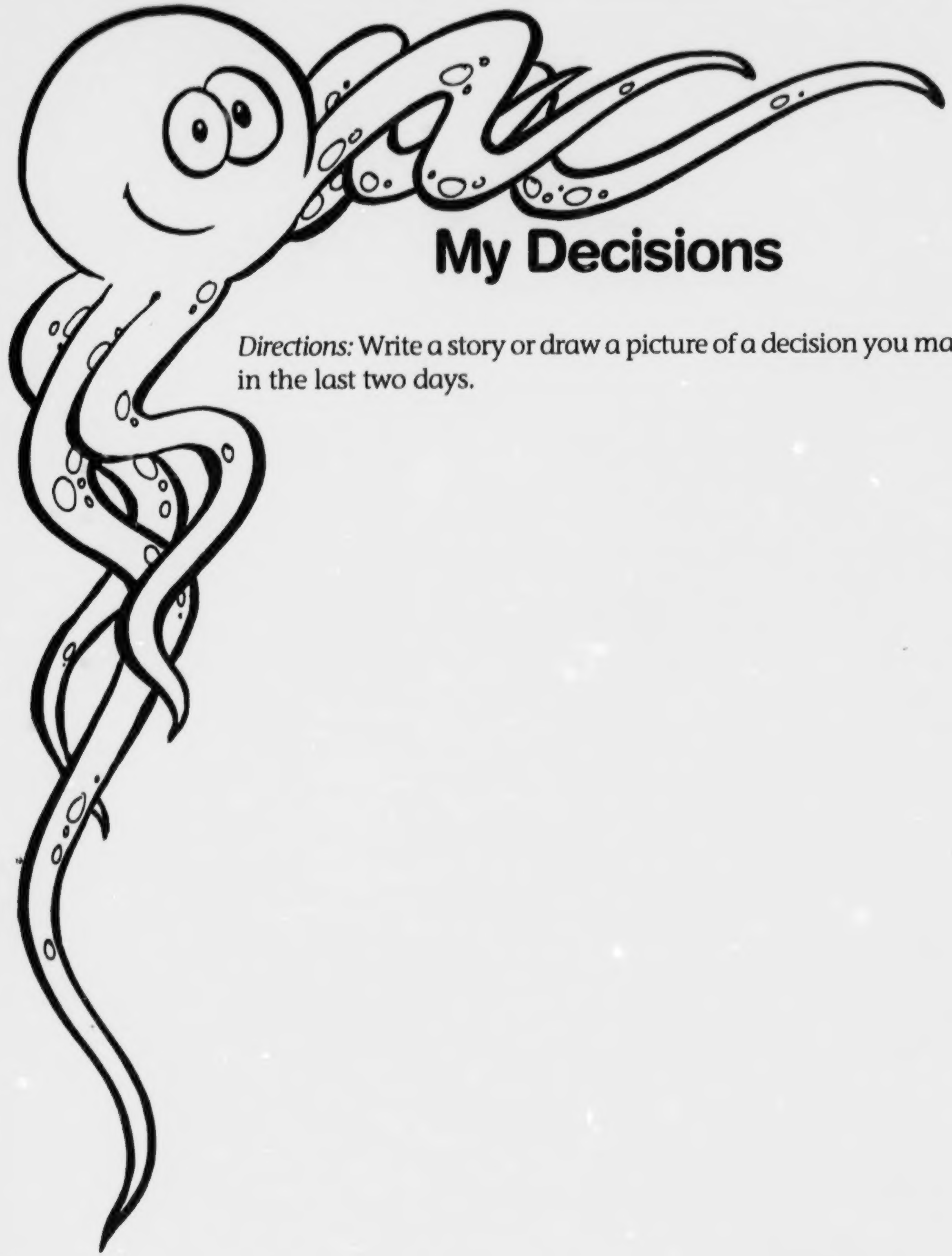
Who Makes These Decisions?

Example



Who Decides?	Child	Adult
To ride a bicycle or play ball only on streets that aren't busy	✓	✓
To go out and play to get exercise	✓	✓
To buy fresh fruits and vegetables		✓
To eat fresh fruits and vegetables	✓	✓
To take an aspirin		✓
To brush teeth after eating	✓	✓
To make an appointment with the doctor		✓
To choose a new dentist		✓
To put garbage in a garbage can rather than throwing it on the street	✓	

Name ______________________________



My Decisions

Directions: Write a story or draw a picture of a decision you made in the last two days.

LESSON

3

How to Make Decisions

Objective

Students will be able to identify steps in the decision-making process.

Time

One class period.

Overview

The decision-making model used in this curriculum is simple enough to be understood by most third graders. The model has five steps. Students will have an opportunity to practice each step before proceeding to the next. Evaluation, the final step, is a key part of the decision-making process. However, not all third graders may be ready for this step. Assess your students and use the decision steps appropriate for them.

Students are introduced to the five decision steps to begin the lesson. They discuss each step as it relates to the story from Lesson 2. Students then hear additional stories about making decisions, discuss choices and consequences, and vote on the best decision. They work with a partner to complete a worksheet on choices and consequences. To end the lesson, students complete a worksheet on the first four steps of the decision-making process.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ **Decide for Health**, an *Actions for Health* poster. (See example on teacher page.)
✓ **Josie's Everyday Decisions** story, from Lesson 2.
✓ **Omar Octopus** stick puppet (optional), from Lesson 1.

COPY:

✓ **You Decide** worksheet, one for each student.
✓ **How to Make a Decision** worksheet, one for each student.

REVIEW:

✓ **Making Decisions** stories, before reading them to the class.
✓ **You Decide *Example*.**
✓ **How to Make a Decision *Key*.**

Procedure

■ Show students the **Decide for Health** poster. Tell students the poster shows the steps we take to make a decision, or a choice, about something. Discuss each of the five steps.

As you review the story of **Josie's Everyday Decisions** from Lesson 2, help students identify how Josie used each of the decision steps.

Explain that **Step 1, *Identify the decision***, means to know what decision needs to be made. Remind students of all the decisions Josie had to make in the story (whether to get up, what to eat, what to wear, etc.).

Tell students that **Step 2, *Consider the choices***, means to list or think about all the things you could decide to do. Review some of Josie's choices (breakfast foods, shirts, etc.).

Point out **Step 3, *Think about the consequences of each choice***. Explain that *consequences* means the things that can happen because of your choice. Ask students to suggest some consequences for some of Josie's choices.

For example, Josie chose not to take her raincoat and umbrella even though it looked as though it might rain. What are some possible consequences of that choice? (If it rains, she might get wet; then she might catch a cold.)

Tell students that the next step (**Step 4**) is to ***Make the decision***. Point out that people make their best decisions based on what they know, but we all make mistakes sometimes. For example, if it starts to rain, Josie may think she made a mistake in not taking her raincoat and umbrella.

Explain that we can use **Step 5, *Evaluate the decision***, to see how the decision worked out. Was it a good choice or a bad choice? Tell students that we may want to change our decision if it wasn't a good choice. We can learn from our mistakes and try a different choice. For example, if she gets wet, Josie might decide to take her raincoat or umbrella the next time the sky looks gray and cloudy.

Tell students that as we go through these steps, we may need to gather information to help us make a good decision. Remind students of the discussion of the **Who Makes These Decisions?** worksheet in Lesson 2.

Sometimes parents make decisions because they have more information than children do.

Tell students that they will be using these steps throughout the health lessons to help them make decisions about staying healthy. Point out that the steps can be used to make any decision, not just decisions about health. Post the **Decide for Health** poster in the classroom where students can refer to it throughout the year.

- Read the **Making Decisions** stories to your students. If desired, use the **Omar Octopus** stick puppet to tell the stories. After each story, discuss the four questions that accompany it. On the board, write the decision that must be made and the choices the character has.

Ask students what they think might be the consequences of each choice. (Some possible consequences are suggested on the teacher page with the stories.) When the discussion is complete, survey the class to find out which choice they think the character in each story should make. You may want to let the class vote on the choices.

- Distribute the **You Decide** worksheet. Have students read it, or read it with your students, depending on ability. Tell students that answers for the first two questions have been suggested on the worksheet.

Ask if they have any other ideas about Ana's choices. Encourage students to write any other choices on the worksheet.

Have students work with a partner to answer Questions 3 and 4. Discuss the decisions when students are done. (See **You Decide *Example*.**) Help students understand that there isn't just one right decision for Ana. What she decides depends on what she most wants to do, but each choice has consequences.

- Distribute the **How to Make a Decision** worksheet. Explain to students that each picture shows an example of one of the first four decision steps, but the pictures are out of order. Tell students to cut out the pictures of the decision steps and glue them in the boxes in the right order.

Evaluation

Evaluate students' responses on the **How to Make a Decision** worksheet for their ability to identify the steps of the decision-making process.

Follow-Up/Extension

For some third graders, it may be easier to understand the decision steps by working backward, as in the following model:

- What is something you decided to do?
- What were the other choices you had?
- Why did you select this choice instead of the others?

If necessary, spend time talking about decision making in this order to help students become more aware of the kinds of decisions they are making.

TEACHER

Decide for Health

An Actions for Health *Poster*

DECIDE FOR HEALTH

1. Identify the decision.
2. Consider the choices.
3. Think about the consequences of each choice.
4. Make the decision.
5. Evaluate the decision.

TEACHER

Making Decisions

Story 1

Maggie is responsible for letting the family dog, Rags, out after school. One day instead of going home after school, Maggie goes to a friend's house to play kickball. Her friend lives about four blocks from Maggie's house.

In the middle of their kickball game, Maggie remembers Rags.

1. What decision does Maggie have to make?
   - ***What should she do about Rags?***
2. What are Maggie's choices?
   - ***Go home and let Rags out.***
   - ***Finish the game and then go home and let Rags out.***
3. What are the likely consequences of each choice?

4. What do you think is the best decision for Maggie?

Story 2

Charlie has three pages of math and two pages of spelling for homework tonight. But when he gets home from school, his sister suggests they play some computer games. Charlie also knows that his favorite TV show is on tonight.

1. What decision does Charlie have to make?
   - ***When will he do his homework?***
2. What are Charlie's choices?
   - ***Do it right after school.***
   - ***Do it this evening.***
3. What are the likely consequences of each choice?

4. What do you think is the best decision for Charlie?

Name ______________________________

You Decide

On Friday nights, Ana gets to stay up until ten o'clock. This Friday she wants to watch a movie on TV that doesn't start until nine o'clock, so it wouldn't be over until eleven o'clock, an hour past her bedtime. Ana doesn't like to watch just half of a movie and never know how it ends. So she asked her parents if she could stay up later.

Ana also wants to go to a carnival in the next town with her friend's family at eight o'clock in the morning. Her parents told her that she can decide to stay up and watch the whole movie. But then she cannot go to the carnival in the morning, because she'll need to sleep longer.

1. What decision does Ana need to make?
   - ***What to do about watching the movie.***

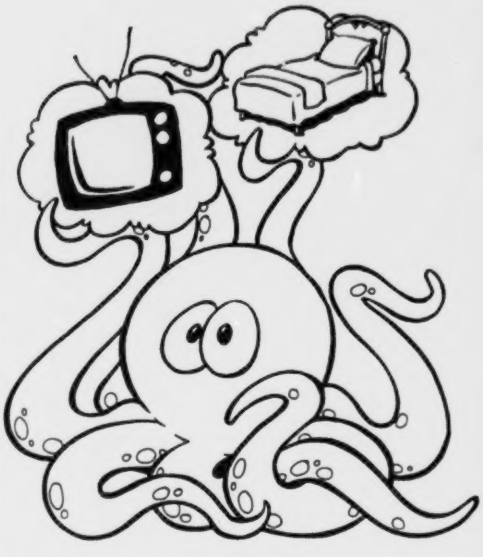
2. What are her choices?
   - ***Stay up until 11:00 and watch the whole movie.***
   - ***Watch part of the movie and go to bed at 10:00.***

3. What are the consequences of each choice?

4. What do you think is the best decision for Ana?

You Decide

Example



On Friday nights, Ana gets to stay up until ten o'clock. This Friday she wants to watch a movie on TV that doesn't start until nine o'clock, so it wouldn't be over until eleven o'clock, an hour past her bedtime. Ana doesn't like to watch just half of a movie and never know how it ends. So she asked her parents if she could stay up later.

Ana also wants to go to a carnival in the next town with her friend's family at eight o'clock in the morning. Her parents told her that she can decide to stay up and watch the whole movie. But then she cannot go to the carnival in the morning, because she'll need to sleep longer.

1. What decision does Ana need to make?
   - ***What to do about watching the movie.***

2. What are her choices?
   - ***Stay up until 11:00 and watch the whole movie.***
   - ***Watch part of the movie and go to bed at 10:00.***

3. What are the consequences of each choice?
   - ***If she stays up until 11:00, she won't get to go to the carnival, but she'll know how the movie ends.***
   - ***If she goes to bed at 10:00, she can go to the carnival.***

4. What do you think is the best decision for Ana?
   - ***Answers will vary.***

Name ____

How to Make a Decision

Directions: Cut out the pictures of the decision steps from the next page. Glue each picture in the box next to the decision step it shows. Then answer the questions about the decision at the top of the next page.

1. **Identify the decision.**
2. **Consider the choices.**
3. **Think about the consequences of each choice.**
4. **Make the decision.**

Name ______________________________

How to Make a Decision (continued)

5. Evaluate the decision.

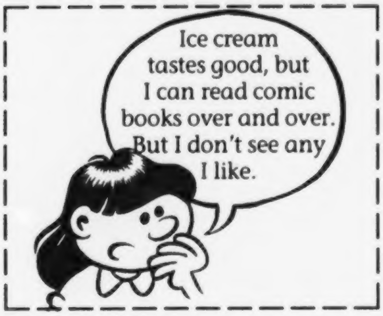
Do you think this is a good or bad decision? ______________________

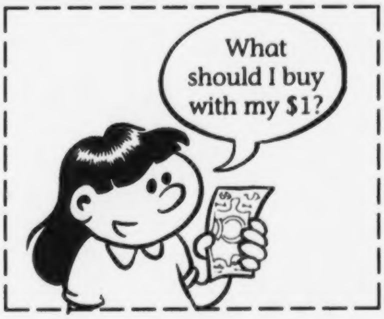
Why? ____

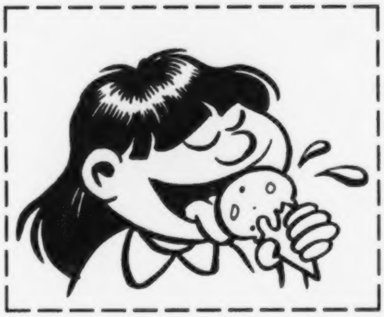
____

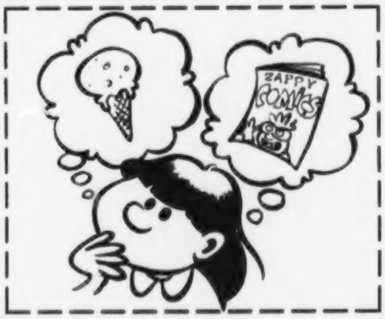
____

____


Ice cream tastes good, but I can read comic books over and over. But I don't see any I like.


What should I buy with my $1?




ZAPPY COMICS

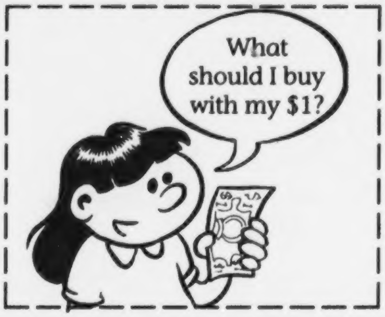
TEACHER

How to Make a Decision

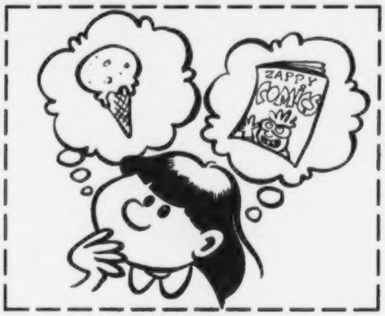
Key

Directions: Cut out the pictures of the decision steps from the next page. Glue each picture in the box next to the decision step it shows. Then answer the questions about the decision at the top of the next page.

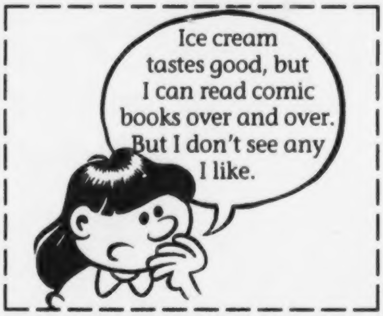
1. **Identify the decision.**


What should I buy with my $1?

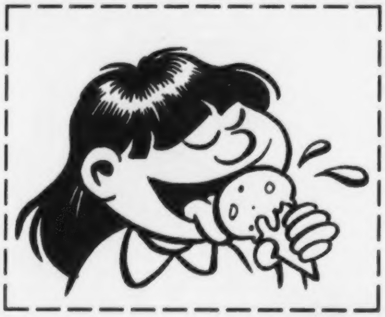
2. **Consider the choices.**


ZAPPY COMICS

3. **Think about the consequences of each choice.**


Ice cream tastes good, but I can read comic books over and over. But I don't see any I like.

4. **Make the decision.**



LESSON

4

Who Likes That Stuff?

Objective

Students will be able to use the decision-making steps to analyze a personal decision.

Time

One class period.

Overview

This lesson focuses on the steps involved in the decision-making process. Students are encouraged to consider how their feelings affect the decisions they make and are helped to become aware of the process they use to decide.

Students read and discuss a booklet about one child's decision-making process. They take the booklet home to share with their families.

Students also take home a worksheet and use it to describe a personal decision they have made.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:
- ✓ *Who Likes That Stuff?* student booklet, one for each student.
- ✓ **Decide for Health**, an *Actions for Health* poster.

COPY:
- ✓ **Decisions at Home** worksheet, one for each student.
- ✓ **Decision-Making Skills** letter, one for each student.

Procedure

■ Distribute the student booklet *Who Likes That Stuff?* Have students read the booklet in small groups or individually, whichever is most appropriate for your students. When students have finished reading, lead a class discussion of the story.

■ Review the decision steps on the **Decide for Health** poster. Emphasize the feelings that influenced Julia's decision. Explain that strong feelings are often a part of making decisions. Ask students what feelings Julia may have had (anger, resentment, loneliness).

How did Julia's feelings affect the decision steps? (In her choices and consequences, she explored some of her strong feelings.) Ask students to discuss why Julia finally decided to taste the broccoli. (She felt lonely in her secret place; she wanted to play with her friend.)

- Distribute the **Decisions at Home** worksheet. Tell students to take the booklet and this worksheet home and discuss decision making with their families. Tell them to work with an adult in their family to fill out the decision steps for a personal decision they've made. Tell students to return both the booklet and the worksheet to class.

Note: You may want to use a check-out system for the booklets to be sure all booklets are returned. If some of your students have trouble getting the worksheet done at home, discuss it in class.

Evaluation

Assess students' responses on the **Decisions at Home** worksheet to evaluate their ability to analyze a personal decision.

Home/Family Involvement

Distribute the **Decision-Making Skills** letter. Tell students to take this letter home with the *Who Likes That Stuff?* booklet and the **Decisions at Home** worksheet.

Follow-Up/Extension

Have students write and illustrate their own booklet based on *Who Likes That Stuff?*

Name ______________________________

Decisions at Home

Directions: Take this worksheet home and discuss the Decision Steps with an adult in your family. Then complete the steps for a decision you have made at home.

Decision Steps

1. **Identify the decision.**

   What decision did you have to make?

   ____

   ____

   ____

2. **Consider the choices.**

   What were your choices?

   ____

   ____

   ____

3. **Think about the consequences of each choice.**

   List the consequences of your choices.

   ____

   ____

   ____

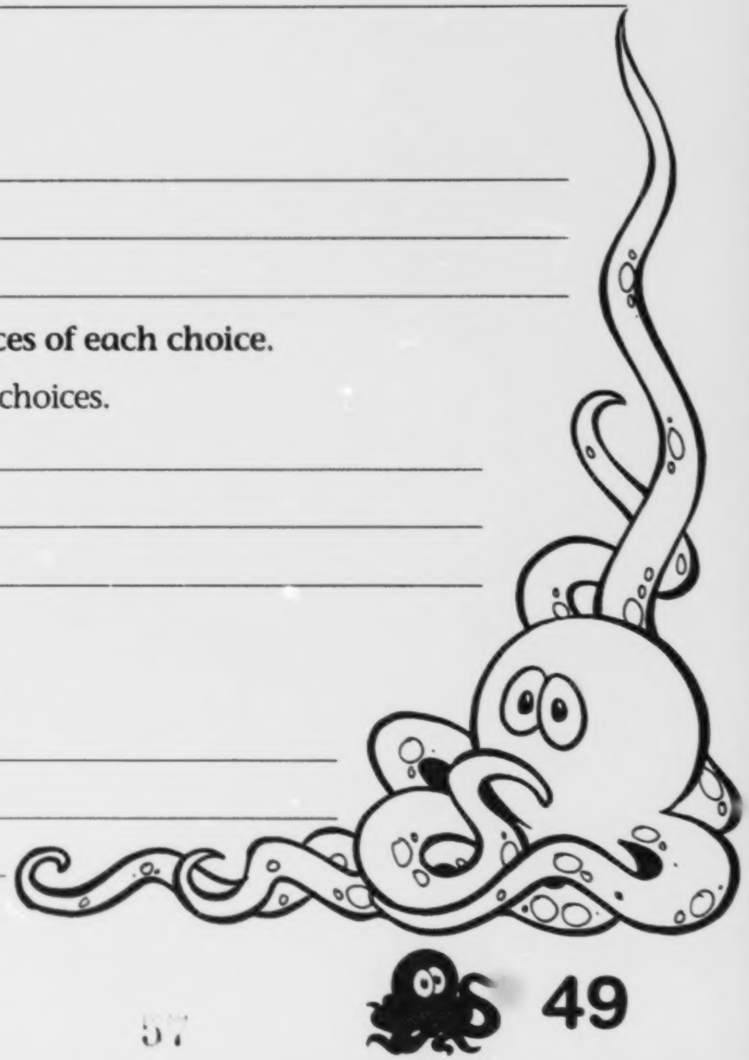
4. **Make the decision.**

   What did you decide?

   ____

   ____

   ____



LETTER

Decision-Making Skills

Date: ____________________

Dear Family:

This year, our class is involved in a comprehensive health education program. The curriculum, *Actions for Health,* emphasizes decision-making skills, especially as they relate to decisions about health.

Strong decision-making skills can increase children's sense of control, which will enhance their self-esteem. Combined with health knowledge and the opportunity to make healthy choices, the ability to make decisions is a powerful skill.

Your child has a worksheet to share with you that shows the steps of the decision-making process we are using in class. Please help your child complete this worksheet by describing a personal decision he or she has made at home.

An Actions for Health Book
Who Likes That Stuff?
ETR ASSOCIATES

Your child also has a booklet we read in class to share with you. This booklet, *Who Likes That Stuff?,* illustrates the decision-making process in a common family situation.

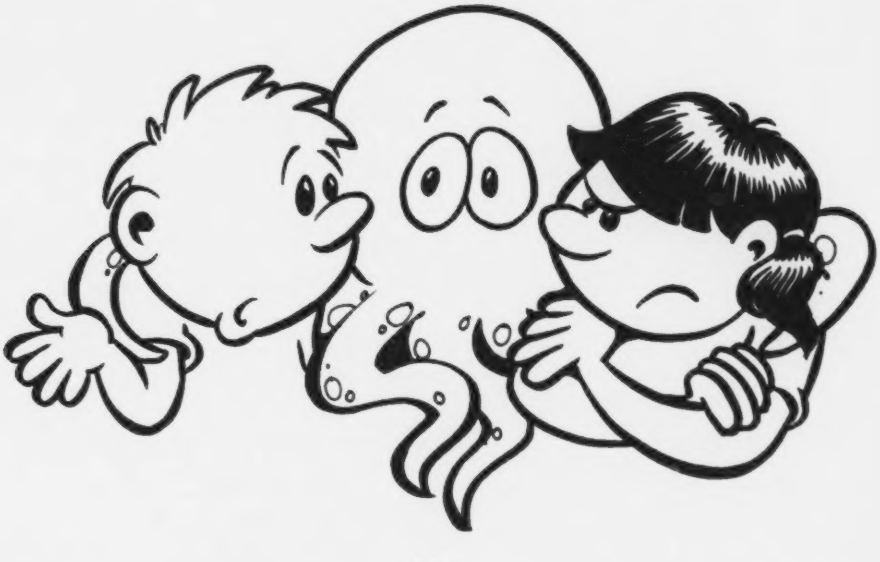
I hope you will enjoy sharing these materials with your child. Please be sure both the worksheet and the booklet are returned to class. If you have any questions about the health program, please contact me.

Sincerely,

____

UNIT II

Decisions About Getting Along with Others



LESSON

5 Families Work Together

Objective

Students will be able to analyze family roles and responsibilities.

Time

One or two class periods.

Overview

Unit II: Decisions About Getting Along with Others begins with a lesson that stresses the connection between the decisions we make and our ability to get along with others. Students consider the ways in which family members help and depend on each other. The emphasis is on taking the needs and expectations of others into account in the decision-making process.

To begin the lesson, the teacher leads a discussion, offering examples of everyday decisions that affect how students get along with their families. Students then brainstorm ways in which parents help children, and children help parents. The lesson ends with a worksheet challenging students to think about the value of belonging to a family.

Integration

Language arts, social studies.

Teacher Materials and Preparation

COPY:
- ✓ **Advice to an Alien** worksheet, one for each student.
- ✓ **Family Responsibilities** letter, one for each student.

MAKE:
- ✓ Transparency or poster of the **Who Does What?** chart.

REVIEW:
- ✓ **Who Does What? *Example.***
- ✓ **Advice to an Alien *Example.***

Procedure

■ Ask students what they think getting along with other people means. Accept all reasonable responses (sharing things, not fighting, helping people). Then ask what getting along with other people might have to do with being healthy. (To be a healthy person, we need to have friends and family members to care about and to care for us.)

Explain to students that we are constantly making decisions about getting along with other people. Most of the time we don't think that we're making decisions, but we are. Ask students if they've ever experienced any of the following situations:

- A parent is in a bad mood. You decide to play quiet games so you don't disturb him or her.
- You're mad at your brother or sister. No matter what he or she says, you decide to find something wrong with it.
- Your mom or dad isn't feeling well. You decide to pick up your toys without being asked.
- Your grandmother or grandfather is very tired. You decide to clear the table after dinner and help her or him wash the dishes.
- Your parents are divorced, and you live with your dad. You decide to call your mom just to talk.

Tell students that in this lesson they're going to look at how family members help each other—how parents and caregivers help their children and each other, and how children help parents, caregivers and other children in the family.

■ Ask students to name some of the things that their parents and other family members expect them to do for the family. Ask students to think about what they do for the family. Do their parents or other family members expect too much of them, not enough of them or just the right amount?

Show students the **Who Does What?** chart. Lead students in a brainstorming session to fill in the chart. Some possible responses are indicated on the **Who Does What? *Example***. Acknowledge the differences among families and what they expect of their family members.

Then ask students, Who does more things for the family—adults or children? Who does more for the family—children their age or four year olds? Help students generalize that as we grow older, we can take on more responsibility within the family.

Have students think about things young children can or can't do. Then have them think about things third graders can or can't do. (They can help with dishes or take out the garbage; they probably can't cook dinner or buy clothes.)

Ask students to defend their positions. Ask students what happens if a four-year-old brother or sister doesn't do something that the family expects of him or her. Then ask what happens if the students themselves don't do something the family expects them to do.

Ask what might happen if parents or other adults don't do the things the family expects of them, such as buying food. Emphasize that family members need to do their jobs to help take care of each other.

■ Discuss the importance of working together as a family. Note that sometimes there's a job—such as cleaning up the house—that everyone in the family can and should help with. Ask how long it might take someone to clean up the whole house without help. How long would it take if everyone in the family helped?

Explain to students that even though they might prefer to do something else, they need to help their families and do their share of work. Explain that one of the important decisions they make every day is their attitude about doing the things their families expect of them.

Ask students what *attitude* means. Then give them the following example:

- One of your jobs is to put your dirty clothes in the laundry basket. You have several choices about this job.
- You could decide you'll never do it, no matter how much people nag you or yell at you.
- You could decide you'll do it, but only when people nag you so much you can't stand it.
- You could decide to do it the first time you're asked.
- You could decide you'll just do it without having to be asked at all.

Ask students the following questions:

- Is putting your clothes in the laundry basket hard work?
- Does it take as much time as doing all the laundry?
- Which decision might make family members mad at one another?
- Which decision helps the family get along?

Help students generalize that how they decide to respond to requests from other family members can affect how they get along with their family.

■ Divide the class into small groups. Distribute the **Advice to an Alien** worksheet. Explain to students that an eight-year-old alien has landed on Earth. The alien is trying to decide whether to live with a family or alone. The group's job is to help the alien consider the choices and the consequences of each choice and then make a decision.

Tell students to discuss the choices and consequences with their group. Then have groups present their recommendations to the class. Encourage students to express their opinions to bring out the variety of ideas.

Evaluation

Assess group presentations and class discussion for students' ability to analyze family roles and responsibilities.

Home/Family Involvement

Distribute the **Family Responsibilities** letter. Ask students to take the letter home and discuss their family jobs with their families.

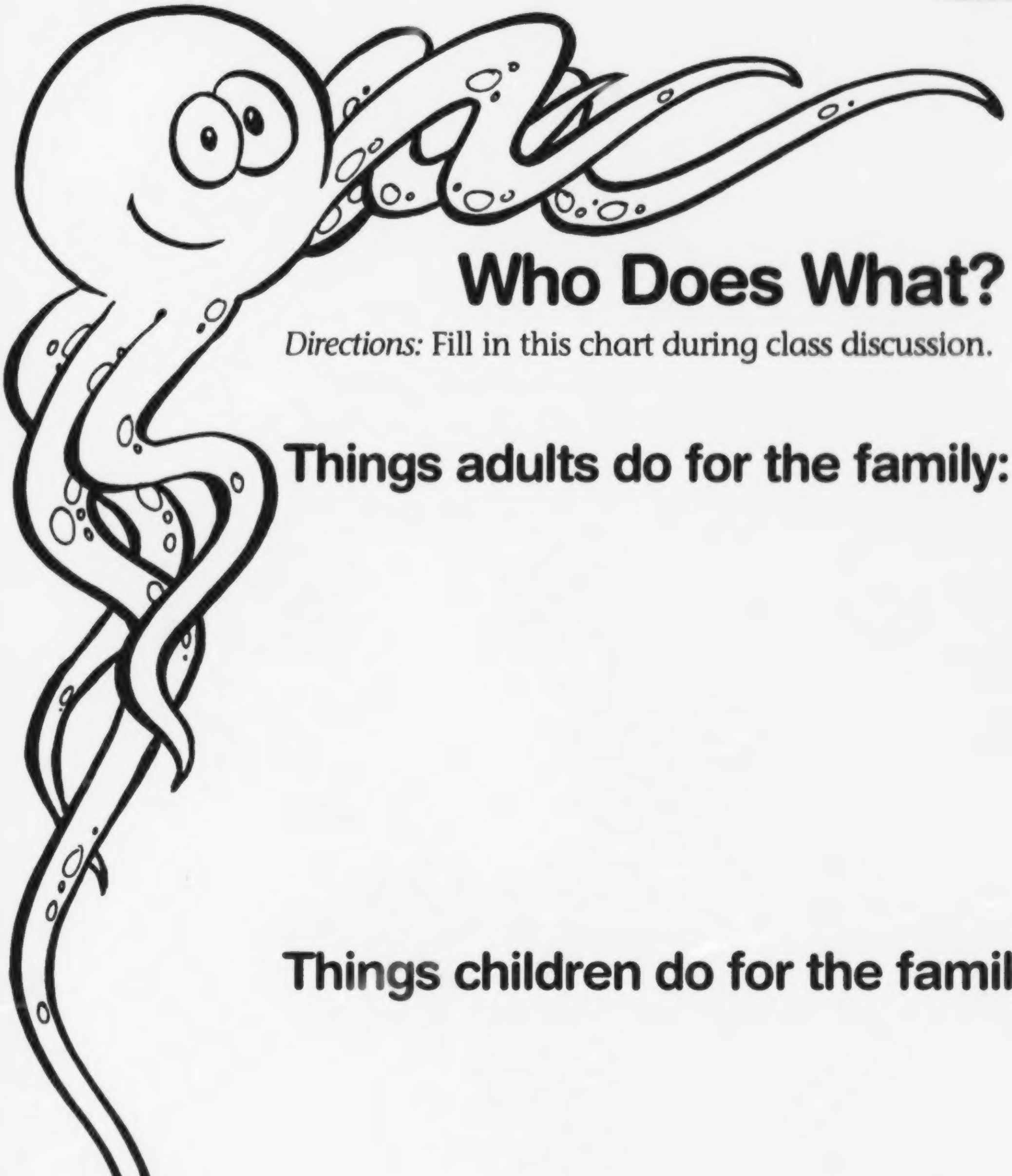
Follow-Up/Extension

Have students roleplay family situations, acting out different attitudes people could hold in dealing with the same problem.

Suggested Resources

Families Are Special! An Activity Poster. Santa Cruz, CA: ETR Associates. This hands-on poster describes family members' special roles and responsibilities.

We Are a Family: Children's Activities in Family Awareness. A. C. Matiella. Santa Cruz, CA: ETR Associates. Engaging activities help children develop a basic understanding of the family and its purpose.



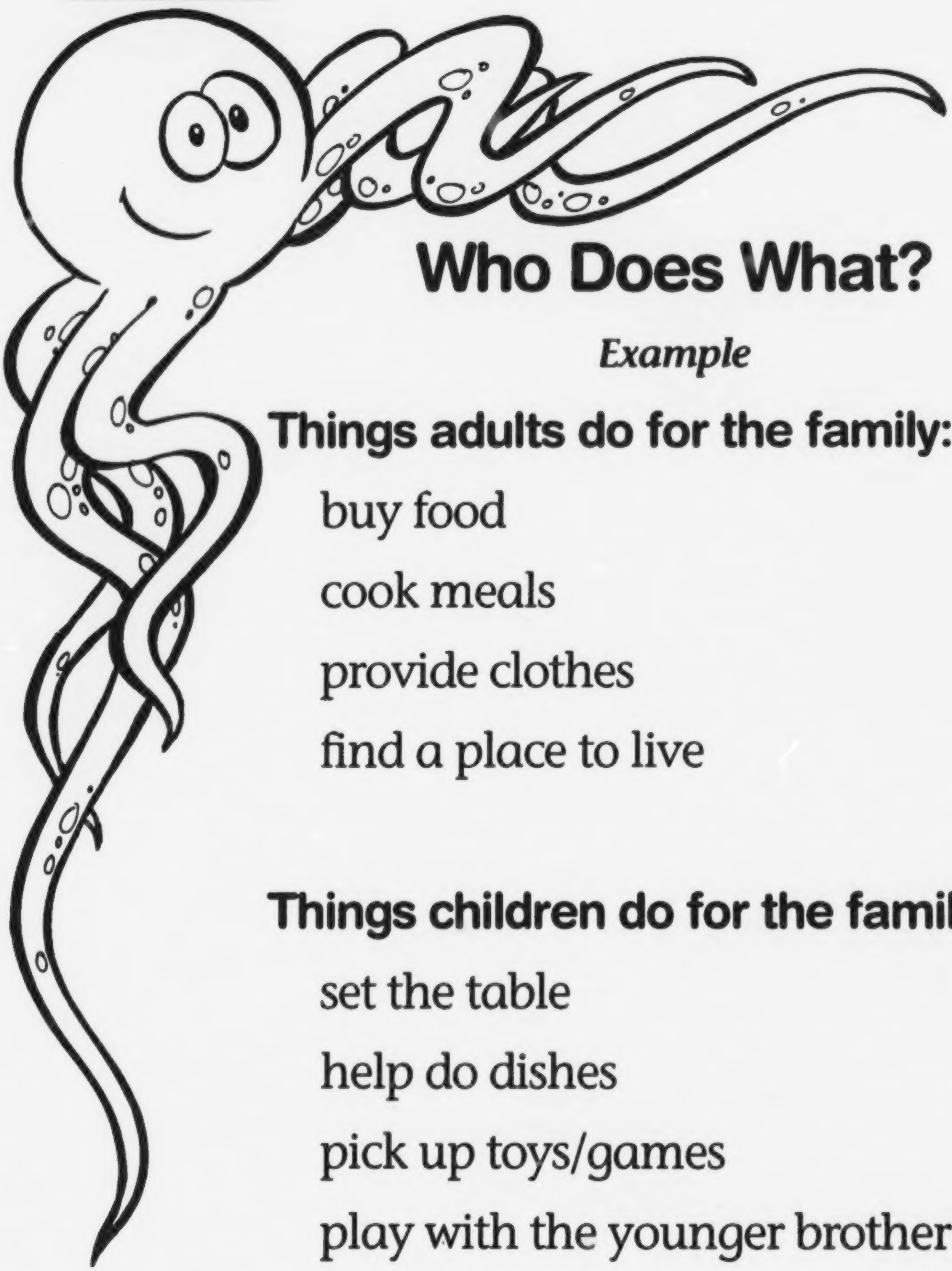
Who Does What?

Directions: Fill in this chart during class discussion.

Things adults do for the family:

Things children do for the family:

TEACHER



Who Does What?

Example

Things adults do for the family:

buy food

cook meals

provide clothes

find a place to live

Things children do for the family:

set the table

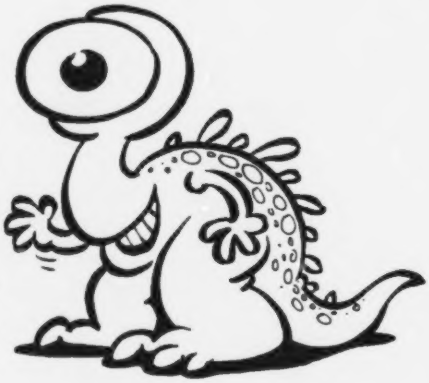
help do dishes

pick up toys/games

play with the younger brother or sister

Name ____

Advice to an Alien



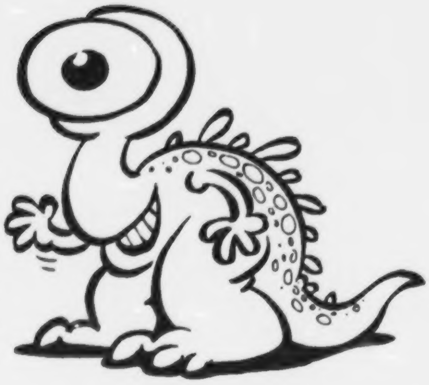
Directions: One morning you find an eight-year-old alien in your yard. This child has come to Earth alone. The alien has heard that on Earth eight-year-olds live with families. This alien child is trying to decide whether to move in with an Earth family or live alone. This child needs your help!

1. What decision does the alien have to make? ____________________
   ____
2. What are the alien's choices? ____________________________
   ____
   ____
   ____
   ____
3. What are the consequences of each choice? ____________________
   ____
   ____
   ____
   ____
4. What do you think is the best choice for the alien? ____________
   ____
   ____
5. Why did you make this choice? ____________________________
   ____
   ____

TEACHER

Advice to an Alien

Example



Directions: One morning you find an eight-year-old alien in your yard. This child has come to Earth alone. The alien has heard that on Earth eight-year-olds live with families. This alien child is trying to decide whether to move in with an Earth family or live alone. This child needs your help!

1. What decision does the alien have to make?
   - ***To live with a family or live by itself.***
2. What are the alien's choices?
   - ***Move in with an Earth family.***
   - ***Live alone.***
3. What are the consequences of each choice?
   - ***If the alien moves in with a family, it might have to get used to a lot of new things.***
   - ***If the alien lives alone, it might be really lonely.***
4. What do you think is the best choice for the alien?
   - ***Move in with a family.***
5. Why did you make this choice?
   - ***It's lonely enough being an alien, without being all by yourself.***

LETTER

Family Responsibilities

Date: ______________________

Dear Family:

Our class is studying family roles and responsibilities as part of a health unit on getting along with others. Today we talked about the things different family members do for each other.

Children learn responsibility, cooperation and consideration by having specific jobs to do as part of a family. Help your children see how they are important members of the family team, working together to achieve common goals.

Sincerely,

____

LESSON

6

Cooperation and Consideration

Objective

Students will be able to identify cooperative and considerate behaviors.

Time

One class period.

Overview

This lesson highlights the importance of consideration and cooperation in getting along with others. Students participate in an activity that demonstrates how the failure of a few people to be cooperative and considerate can disrupt a whole group. Students then work in small groups to produce stories, pictures and plays that depict a day when nobody cooperated.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ Pencils, one for each student.
✓ Writing and/or drawing paper for students.
✓ Art supplies (crayons or markers) for students.

COPY:

✓ **Getting Along with Others** worksheet, one for each student.

PREPARE:

✓ Mark fifty sheets of paper with as many squares as you have students in your class.
✓ Before class, ask one of the students to do a special roleplay during the health class. Tell the student that at a given signal (perhaps a special word), she or he should stop signing the sheets of paper you pass out and start looking in her or his desk for something. Ask the student to continue looking through her or his desk until you tell her or him to stop.
✓ Tell another student to start being sloppy at your signal and write his or her name in two boxes on the papers you pass out. Let this student know that if other students complain you will instruct him or her to go back to writing the name in only one box. The student should then follow your instructions.

Procedure

■ To illustrate the importance of cooperation and consideration in helping people get along, involve the entire class in the following simulation. *Note:* This activity may not work for every class. Adapt the structure and timing as appropriate for your students. Be sensitive to students who find such tasks difficult, and be sure the planned diversions occur before these students get off-task naturally.

Explain to students that all of them will be involved in completing a special task. Tell them you have fifty sheets of paper. Each student is to sign his or her name with a pencil in one of the boxes on each sheet and pass the sheet on to the next student. Ask students to take special care to sign their name as neatly as possible. Tell them you will time them to see how long it takes to complete the task.

Explain the procedure for passing the papers around the room. If necessary, have students move their desks.

Begin the activity. Every minute or two, let students know how long they've been working on the task. After about three or four minutes, give the first student the signal to start looking in her or his desk for something. When other students make a comment about this student, stop the action and ask the student to go back to the signing task.

Let the action continue for another minute or two. Then signal the other student. If students make a comment or complain, stop the action and instruct this student to write his or her name in only one box on each sheet of paper.

■ Write the words COOPERATION and CONSIDERATION on the board while students are working. As students at the beginning of the production line finish signing, ask them to think about how cooperation and consideration were important in completing this task.

When everyone is done, compliment students on how quickly and nicely they did the job. Let the rest of the class know that you gave two students special assignments during this activity, and thank those students for their help.

Direct students' attention to the board. Remind students that they have been talking about what it takes for people to get along. Have someone read the two words on the board. Ask for definitions. Help students develop definitions similar to the following:

- *Cooperation* is when people work together and help each other to get something done or to get things to work well.
- *Consideration* is when you treat other people thoughtfully.

Explain that in order to get along and to get a big job done, people have to cooperate with each other and be considerate of each other.

Ask the class what the first student did in the middle of the signing activity (started looking for something in her or his desk). Then ask, "Was this student cooperating with the group?" Ask how the other students felt about what that student was doing.

Help students generalize that when someone doesn't cooperate, others in the group often get angry. Ask students if this has ever happened to them in real life. Let several students share examples.

Then ask what the second student did in the middle of the activity (started using more than one square to sign his or her name). Ask, "Was this student being considerate of the rest of the class?" Ask students how they felt about what this student did.

Help students generalize that when a person is not considerate of other people, other people often get angry. Ask students if this has ever happened to them in real life. Let several students share examples.

Point out that some school rules, such as "Don't run in the halls," help make the school a safe place for students. Other school rules help students remember to cooperate with and be considerate of one another. Ask students to list some of these rules. For example: Line up for the bus (cooperate to get everyone on the bus safely). No loud talking in the halls (to be considerate of students who are studying).

■ Lead a class discussion about what the world would be like if no one in the world cooperated with anyone else. Divide the class into small groups. Tell students they are going to work together (cooperate) to develop a presentation for the class about a day when nobody cooperated.

Distribute **The Day Nobody Cooperated** worksheets. Tell groups they are going to write a story, act out a play or draw a picture of what a day would be like if nobody cooperated.

Point out the steps listed on the worksheet. Tell students that as their group makes each decision, they should fill in the worksheet. Tell them not to answer the last question until later.

Explain that when they've completed their projects, each group will present its project to the class. Groups can read their story, act out their play or talk about the drawing they did.

Distribute paper and art supplies as needed and allow groups to work on their projects. *Note:* Circulate through the class during this activity to help groups work on their projects.

When groups are ready, have them make their presentations to the class. After each presentation, discuss the problems that occurred because no one cooperated. Ask students what would have made the day go better.

Now tell students to answer the last question on the worksheet. Tell them to write about one way that people could have improved the day by being cooperative or considerate.

Evaluation

Evaluate students' responses on **The Day Nobody Cooperated** worksheet and in class discussion for their ability to identify cooperative and considerate behaviors.

Home/Family Involvement

Ask students to discuss family rules with their families. Suggest that they talk to their families about how the rules help family members get along better.

Suggested Resources

Am I in Trouble? Using Discipline to Teach Young Children Responsibility. R. L. Curwin and A. N. Mendler. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers presents a positive, esteem-building approach to discipline.

Name ______________________________

The Day Nobody Cooperated

Directions: Your job is to cooperate with your group to write a story, act out a play or draw a picture of what a day would be like if nobody cooperated. Fill in the answers on the worksheet as your group decides what to do.

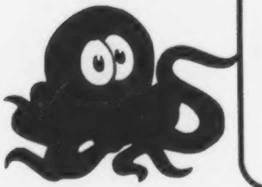
1. What will your group do?   a story   a play   a drawing   (circle one)
2. Who does what?

Name	**Job**

3. After your group shows your project to the class, answer this question—What is one way that cooperation and consideration would have made this day better?

LESSON

7



How Classmates Get Along

Objective

Students will be able to identify cooperative and considerate classroom behaviors.

Time

One class period.

Overview

In this lesson, students explore what it means to be part of a team, with an emphasis on cooperating and being considerate. Students are encouraged to think of their class as a team, and to consider the good of the whole class when deciding how to act toward other team members.

In an activity involving the whole class, students consider what kinds of behavior strengthen and weaken a team. After a discussion, students color pictures of themselves as team members. They then complete a worksheet about making considerate choices.

Integration

Art, social studies.

Teacher Materials and Preparation

HAVE:

- ✓ Art supplies (crayons or markers) for students.
- ✓ Scissors for students.
- ✓ Construction paper, one 8-1/2" x 11" piece for each student (optional).
- ✓ Glue for students (optional).
- ✓ Masking tape or tacks to hang completed **We Are a Team** figures.

COPY:

- ✓ **We Are a Team** worksheet, one for each student and one for yourself.
- ✓ **Class Stories** worksheet, one for each student.

PREPARE:

- ✓ Decide where you will hang the completed **We Are a Team** figures.

Procedure

■ Arrange students' desks to leave an open area in the middle of the classroom. Ask students to imagine that they are members of the top third-grade soccer or baseball team in the United States. Tell students to count off.

Tell students to make a circle and put their arms around each other's shoulders. Ask students to look around at each other. Say to students: "Show me how it would look for all of you to get along. Show me how it looks to be a team."

Then select a student's number at random and ask the student with that number to drop her or his arms and step away from the circle. Tell the students: "You're still a team. But are you the best team you can be? Why not?" (If you're missing any players, the team isn't the best it can be.)

Have the student who stepped out rejoin the circle. Now tell all the students to walk slowly to the right. After about ten seconds, tell them to walk slowly to the left. Then name two numbers and ask those students to walk to the right while everyone else walks to the left. Ask students the following questions:

- What happened?
- Was everyone trying to go in the same direction—to accomplish the same goal? (no)
- Was everyone cooperating? (no)
- Why is cooperation important for teams? (You can't do your best unless everybody is working together and trying to reach the same goal.)

Select three of the students' numbers. Tell these students to stand away from the circle. Tell the rest of the students to fill in where those three students left the circle. Now tell the three students that they can go back to the circle, but tell students in the circle to do their best not to let the other three back in. After a moment, ask the following questions:

- How did the students in the circle feel?
- How did the three students who were trying to get back into the circle feel?
- Were the team members in the circle being considerate?
- Why is it important for team players to be considerate of one another? (If you're not considerate, people's feelings get hurt and people get angry at each other. When people are angry at each other, they don't do their best work.)

■ Have students return to their desks. Ask students to think about the team activity. Ask students when the team is its strongest. When is the team the best it can be? (When all team members are present and they are cooperating with and considerate of one another.)

Point out that each member of the team has a responsibility to the other team members to cooperate and be considerate. Then ask, "How is our classroom like a team?"

Encourage the class to generate several examples of times when classmates need to *cooperate* with one another. Answers may include the following:

- when they're lining up to go outside
- when the teacher is waiting for them to get quiet
- when it's time to clean up the classroom or the cafeteria
- when they're performing a song on stage

Encourage students to generate examples of opportunities to choose whether they'll be *considerate* of one another. Examples of choosing to be considerate may include:

- sharpening your pencil at a time that doesn't interrupt others
- not throwing food in the cafeteria
- putting your trash in the garbage can after lunch
- not giggling when someone makes a mistake in class

Note: If teasing is a problem in your classroom, you may want to discuss it at this time. Point out that teasing is not considerate of other people's feelings.

■ Ask students, "Do you choose to cooperate and be considerate? Or does it just happen or not happen?" Help students understand that cooperation and consideration are choices they make.

Note that we can choose to cooperate and be considerate even when we don't agree with others. For example: Even if you were mad at a classmate, you could choose to help her or him if he or she needed help. If your group or class was working on a project, you might help even though it wasn't the project you wanted to do.

- Distribute a copy of the **We Are a Team** worksheet to each student. Distribute art supplies, and ask students to color the figure on the worksheet as if it were themselves. Tell students to write their name somewhere on the figure and then cut out the figure. *Optional:* Have students glue the figure on construction paper before cutting it out.

Post all the figures on a bulletin board or on a wall around the classroom. Display the figures so that they have their arms around each other. Include a figure of yourself in the display.

- Distribute the **Class Stories** worksheet. Have students read each story and answer the questions.

Evaluation

Evaluate students' responses on the **Class Stories** worksheet for their ability to identify ways to be cooperative and considerate in the classroom.

Home/Family Involvement

Invite family members to school to see the team pictures.

Follow-Up/Extension

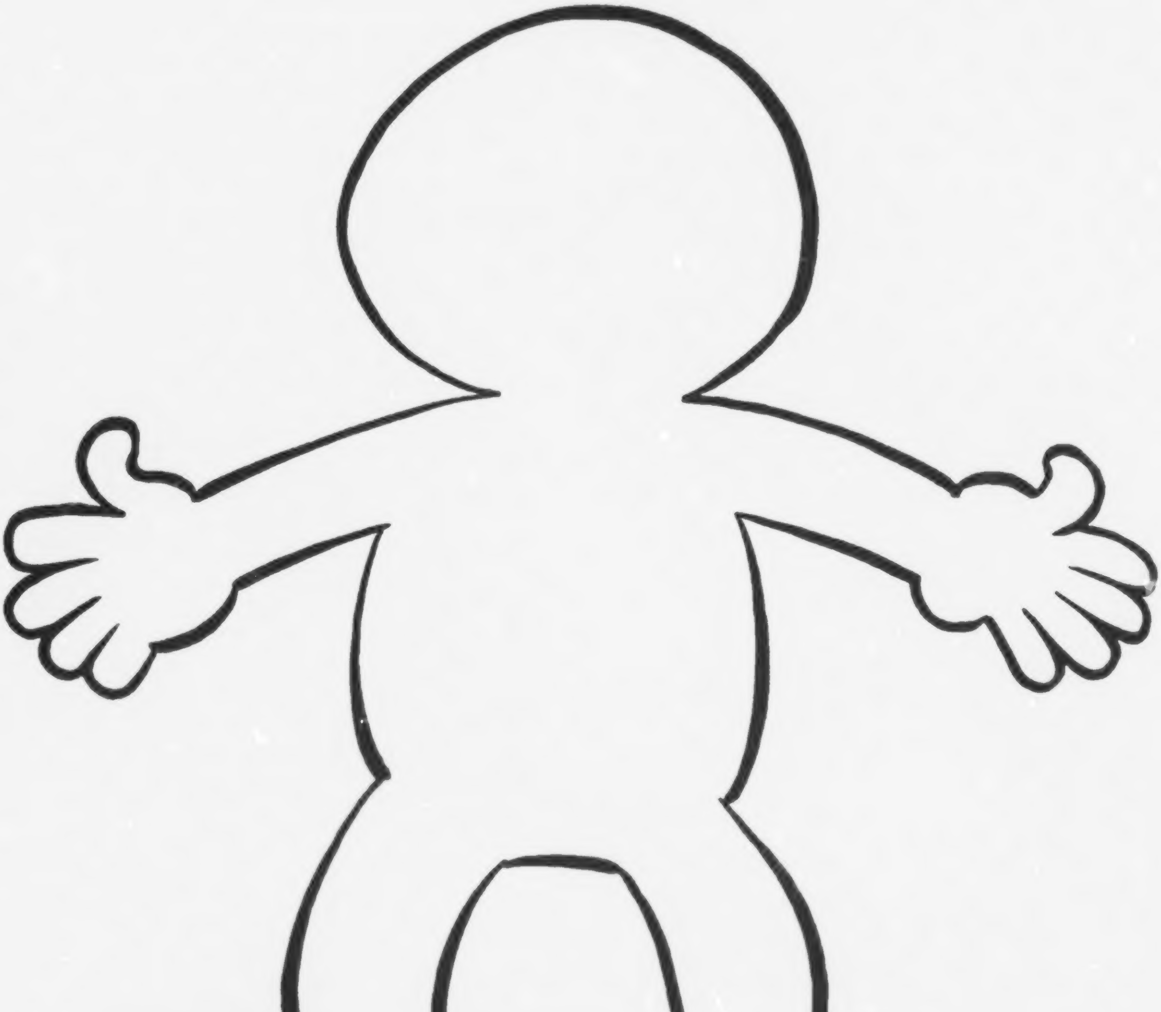
Have students use puppets to develop roleplays about cooperation and consideration in the classroom. Suggest that students first have the puppets resolve an issue in a negative way, i.e., the characters do not cooperate or are not considerate; then students should have the puppets act out the scenario again, resolving it in a positive fashion.

Teach students the song *We Are the World* and sing it during class.

Name ______________________________

We Are a Team

Directions: Color this person to look like you. Write your name somewhere on the person. Then cut it out and give it to your teacher to hang in your classroom.



Name

Class Stories

Directions: Read the stories about things that can happen in class. Then answer the questions about each story.

1. Amy needs to sharpen a pencil. There are five other children in line.

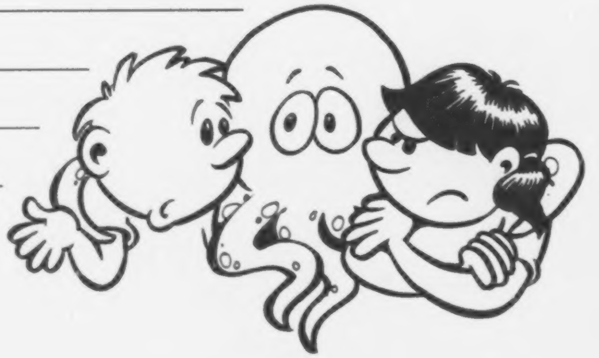
   What is a considerate choice Amy can make?

   What is an inconsiderate choice Amy can make?

2. Bill fumbles the ball in a game. Karen gets very mad at him because of it.

   What is a considerate choice Karen can make?

   What is an inconsiderate choice Karen can make?



LESSON

8

That's What Friends Are For

Objective

Students will be able to identify characteristics of friendship.

Time

One or two class periods.

Overview

The theme for this lesson is friendship. Students will consider what it means to be a friend, keeping in mind what they have learned in previous lessons about getting along.

Pairs of students take turns interviewing each other. They are then asked to portray some of what they've learned about their partners on a worksheet. The lesson ends with students writing a short essay on friendship.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:

✓ Art supplies (crayons or markers) for students.
✓ Scissors for students.
✓ Ribbon or yarn—a 12- to 18-inch length to attach to each Friendship Balloon.
✓ **Friendship Balloon *Example*.**

COPY:

✓ **Interview a Friend** worksheet, one for each student.
✓ **Friendship Balloon** worksheet, one for each student.

Procedure

■ Remind students of their discussion of being *cooperative* and *considerate* in the previous lesson. Explain that these and other behaviors are important to being a friend.

■ Write the following unfinished sentence on the board: A FRIEND IS SOMEONE WHO ______________________________.

Have students work in pairs or small groups to brainstorm ways to tell if someone is a friend. Then have groups report their ideas to the class to generate a class list. Ideas may include the following:

- Friends share.
- Friends speak nicely to each other.
- Friends are interested in one another.
- Friends listen to one another.
- Friends encourage one another.

Explain that some people are a little shy and may have trouble making new friends. Other people can make new friends but may have trouble keeping friends. Tell students that today they will have a chance to practice *making* a friend and *being* a friend by listening to a classmate talk and learning more about that person.

■ Distribute the **Interview a Friend** worksheet. Review the questions on the worksheet with students. Ask students to brainstorm some other questions they might want to ask to get to know a person better. Tell students to add two of these questions to the worksheet.

Tell students to choose a classmate they don't know very well to interview. Help students pair up.

Tell students they don't have to write answers to the questions on the worksheet. Emphasize that they should listen carefully to their partner's answers and be ready to tell the class what their partner said. Encourage students to ask other questions about their partner in addition to the questions on the worksheet.

Let students have two minutes to interview their partners. When all students have completed their interviews, distribute the **Friendship Balloon** worksheet. Tell students to print in the middle of the balloon the name of the friend they just interviewed. Tell them to be sure to spell the name correctly.

Then tell students to draw two things in the balloon that are special about the classmate they just interviewed. Tell students they can ask their partners more questions while they're working on the balloon. Show students the **Friendship Balloon *Example*** before they begin the project.

When most students have completed the balloons, have students introduce their new friends and tell the class something interesting about them.

■ Hang the Friendship Balloons close to the **We Are a Team** figures from Lesson 7. Hang each balloon near the figure of the person it describes.

Evaluation

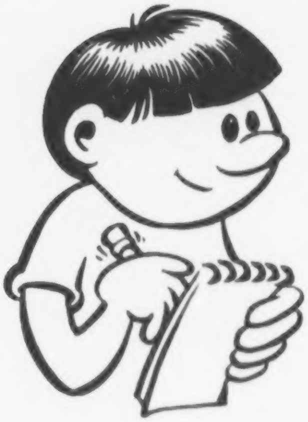
Have students write a short essay entitled "What Is a Friend" or "How to Be a Friend." Review the essays to assess students' ability to identify components of friendship.

Follow-Up/Extension

Using the characteristics of friendship listed at the beginning of the lesson, have students do several roleplays in which people have a chance to be friendly or unfriendly.

Name ____

Interview a Friend



Directions: Choose a classmate you don't know very well to interview. Ask this person the following questions. Add one or two questions of your own. Listen carefully to the answers to the questions. You don't have to write down the answers. Then tell the class what your new friend said.

1. How many people are there in your family? ______
2. What is your favorite food? ______________________

____

3. What is your favorite game or toy? ______________

____

4. Where in the world would you like to go someday?

____

5. What is something you do very well? ____________

____

6. What is something that always makes you laugh or smile?

____

7. If you were a cartoon character, who would you be? ______________

____

8. Why are friends important? ______________________

____

9. ____

____

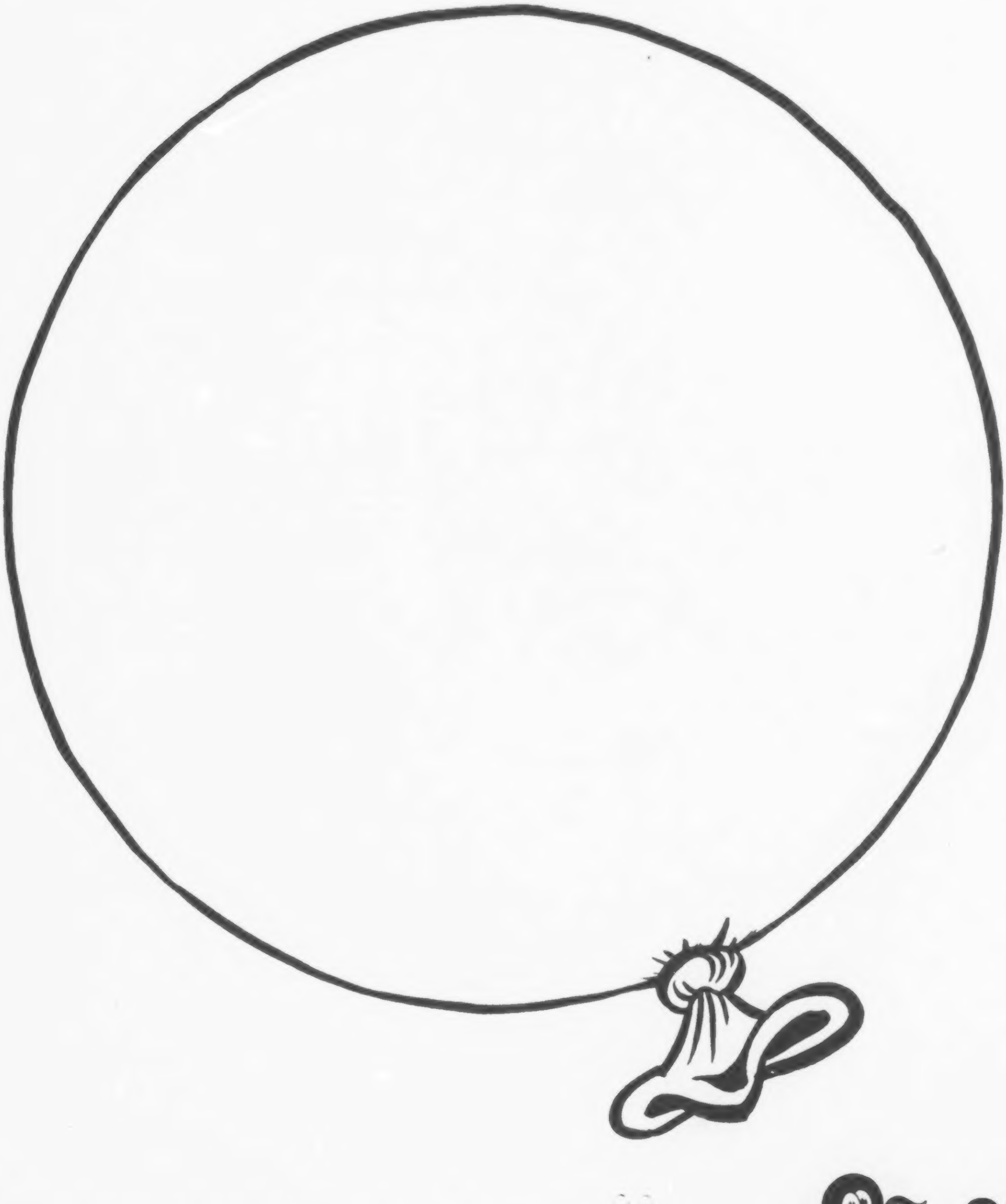
10. ____

____

Name ____

Friendship Balloon

Directions: Print the name of the friend you interviewed in the balloon. Then draw a picture in the balloon of two things that are special about your friend.

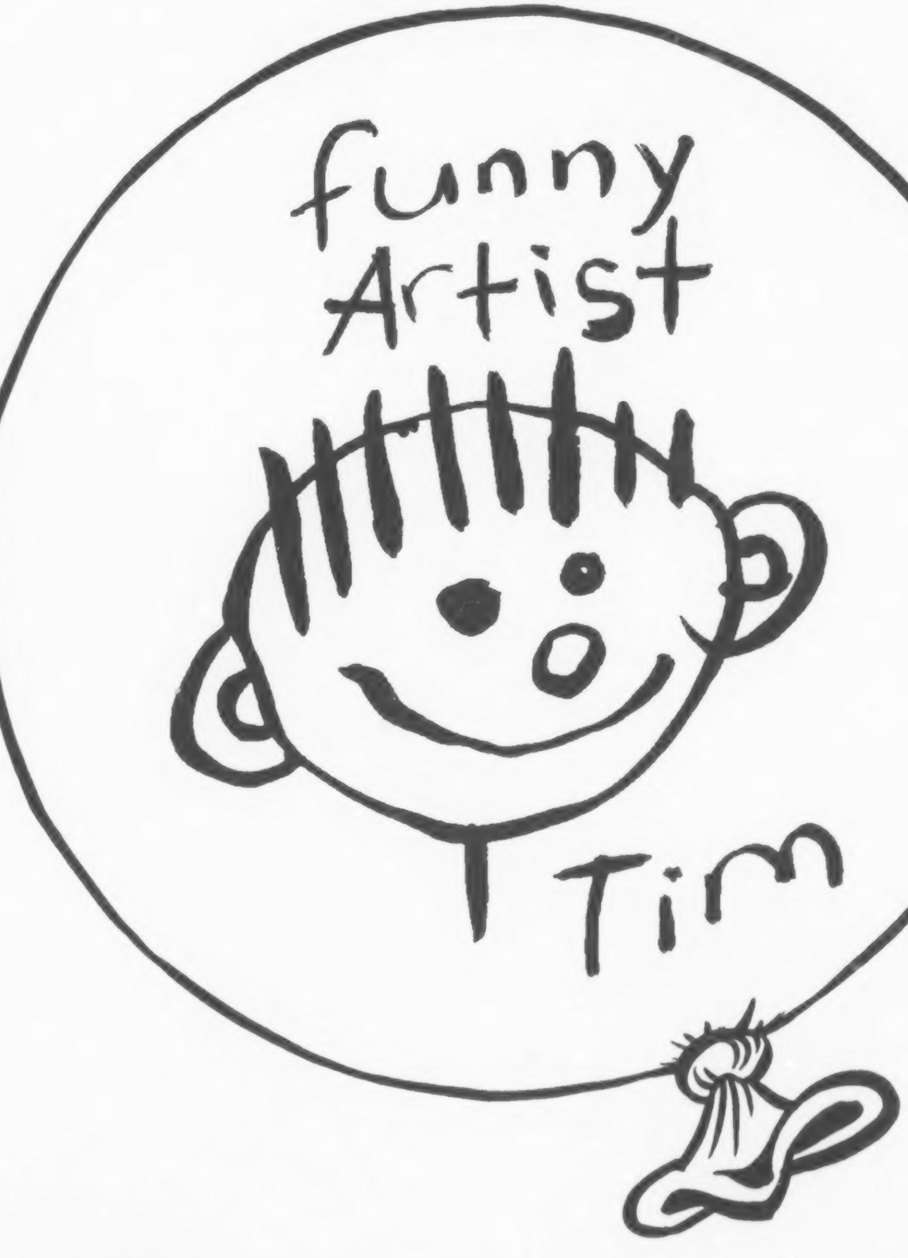


TEACHER

Friendship Balloon

Example

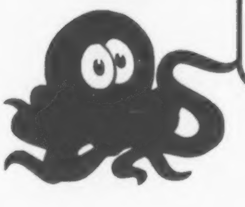
Directions: Print the name of the friend you interviewed in the balloon. Then draw a picture in the balloon of two things that are special about your friend.



LESSON

9

Making Safe Decisions



Objective

Students will be able to explain how the question of safety fits into the decision steps.

Time

One class period.

Overview

In this lesson, students use the decision-making model from Lesson 3 to improve their understanding of risks and how to avoid them. Students evaluate several examples of potentially dangerous decisions. The lesson stresses the importance of using good judgment to determine what's safe. Students practice saying no to unsafe activities.

92

Integration

Language arts.

Teacher Materials and Preparation

HAVE:
✓ **Decide for Health**, an *Actions for Health* poster.

COPY:
✓ **Safety Stop** worksheet, one for each student.

REVIEW:
✓ **Dangerous Play.**
✓ **Safety Stop *Example*.**

Procedure

■ Review with students the definitions of *cooperation* and *consideration*. Explain to students that most of the time, they should cooperate with and be considerate of others. However, in some situations they should not cooperate or be considerate.

Discuss the following examples with students:

- Your friends want to start a fire in a neighbor's garbage can. They know your parents have lighter fluid for the barbecue grill. They ask you to bring the lighter fluid outside. Should you cooperate? Why or why not?
- Someone you don't know drives up beside you while you're walking home from school and offers to give you a ride home. Should you be considerate of this person? Why or why not?

Point out that both of these examples deal with someone trying to persuade you to do something that you know could be dangerous. Have students explain the danger in each scenario. Help students generalize that when they are faced with a situation that could be dangerous, the best decision is *not* to be cooperative or considerate.

■ Write the word RISKY on the board. Tell students that a risky situation is one that could be dangerous, unhealthy or unsafe. Explain that they won't always know what will happen, so it's important to think about the possible consequences.

■ Show students the **Decide for Health** poster. Point out the consequences step. Tell students that this is the point where they can identify risky choices. Copy the decision steps on the board and insert the additional points under Step 3. The decision steps now read as follows:

1. Identify the decision.
2. Consider the choices.
3. Think about the consequences of each choice.
    - *Ask yourself, "Is this a safe choice?"*
    - *If the answer is no, stop here!*
    - *Leave the situation and tell an adult.*
4. Make the decision.
5. Evaluate the decision.

Ask students, "If the choice is not safe, what decision should you make?"

■ Read **Dangerous Play** to the class. Use the modified decision steps to help students analyze the situation.

Follow the model through Step 3. Ask students if playing on the construction site is a safe choice (no). Point out that since the answer is no, the only safe decision is *not* to play on the construction site.

Remind students of the evaluation step in the decision-making process. Emphasize that if we make a decision that doesn't work out, we can often change our decision. For example, if you decided to go to the construction site, but realized how dangerous it was when you got there, you could make a new decision to leave.

Ask students to suggest situations they've been in or might be in where someone suggests that they do something risky—something dangerous or unhealthy. Write their examples on the board for use later.

■ Point out to students that no one is going to say to them, "This is a risky decision." They have to recognize the risk themselves. Brainstorm with students how they would know something is risky. Answers might include the following:

- Is there a chance someone could be hurt?
- Is there a chance someone could be hurt very badly?
- Is there a chance it could harm someone else's property?
- Is it wrong?
- Is it illegal?
- Is it an unhealthy choice?

Tell students you're going to read a list of activities to them. Ask them to listen to each activity and decide if it is safe or unsafe (risky). Tell students to use the decision steps to decide whether to do the activity.

Read the following list of activities and discuss students' decisions about each activity.

- Go swimming in a pool. (risky if you're alone and/or there's no lifeguard)
- Go swimming in a lake where there's no lifeguard or adult watching. (risky)
- Climb on the garage roof with a friend. (risky)
- Shoot baskets with a friend. (safe)
- Cook in the microwave oven when your dad is in the kitchen. (safe)
- Start a fire in the fireplace by yourself. (risky)
- Practice doing tricks on your bike while riding on a busy street. (risky)
- Practice doing tricks on your bike in your driveway. (safer than practicing in the street, but could still be risky)
- Take a puff of a cigarette. (risky)
- Eat a piece of fruit. (safe)

■ Discuss with students what they should say if someone asks them to do something risky—something unsafe or unhealthy. Accept several responses. If no one suggests it, write the following statement on the board: NO, I DON'T WANT TO DO THAT.

Have students say the phrase aloud several times. *Note:* This is a particular refusal skill called "broken record."

Then have students practice responding that way to the dangerous and unhealthy situations listed earlier on the board. Use the situations to frame questions such as the following for individual students, all the girls, all the boys, all the students in the first row, etc.

- Girls, I think it would be neat to throw rocks at my neighbor's dog. Would you like to do it, too? (Let girls respond with "No, I don't want to do that.")
- Students in the row by the window, do you want to hide with me in the school washroom after school is out? (Let students respond with "No, I don't want to do that.")

Point out to students that while parents and teachers and other adults can protect them from many things, students also need to take responsibility for their own safety and health as much as they are able. Learning to recognize the unsafe consequences of choices is very important. It's even more important to learn to say no to unsafe choices.

■ Distribute the **Safety Stop** worksheet. Tell students to read the decision steps and match them with the numbers that show the correct order. Have students color the safety stop sign red and cut it out. Tell them to glue it next to the number of the decision step where they need to consider the safety of each choice.

Evaluation

Assess students' work on the **Safety Stop** worksheet for their ability to identify the point at which the question of safety fits into the decision steps.

TEACHER

Dangerous Play

Directions: Read the situation to students, and discuss their choices.

A new house is being built on your street. Your friends want to go play on the construction site. There are signs on the building saying "Keep Out! Danger!" Your parents have told you that you should not play there. You tell your friends that it's unsafe to play there. They call you chicken. One of them tells you she played in the building last night and nothing happened. What should you do?

Example

1. Identify the decision.
   - ***Should you play at the construction site?***
2. Consider the choices.
   - ***Go with your friends to play there.***
   - ***Don't go to play there.***
3. Think about the consequences of each choice.
   - ***If you go to play at the site, someone might get hurt; your parents might get mad at you if they found out.***
   - Is this a safe choice? ***No***
   - If the answer is no, stop here!
   - Leave the situation and tell an adult.
4. Make the decision.
   - ***Don't play on the construction site.***
5. Evaluate the decision.

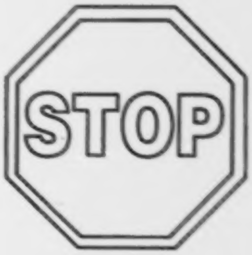
Name ____

Safety Stop

Directions: Put the decision steps in the correct order by drawing a line from each step to the correct number.

- Evaluate the decision.
- Consider the choices.
- Think about the consequences of each choice.
- Identify the decision.
- Make the decision.

Color and cut out the Safety Stop sign. Glue it by the number of the decision step it belongs to.



Decision Step	Safety Stop
1	
2	
3	
4	
5	

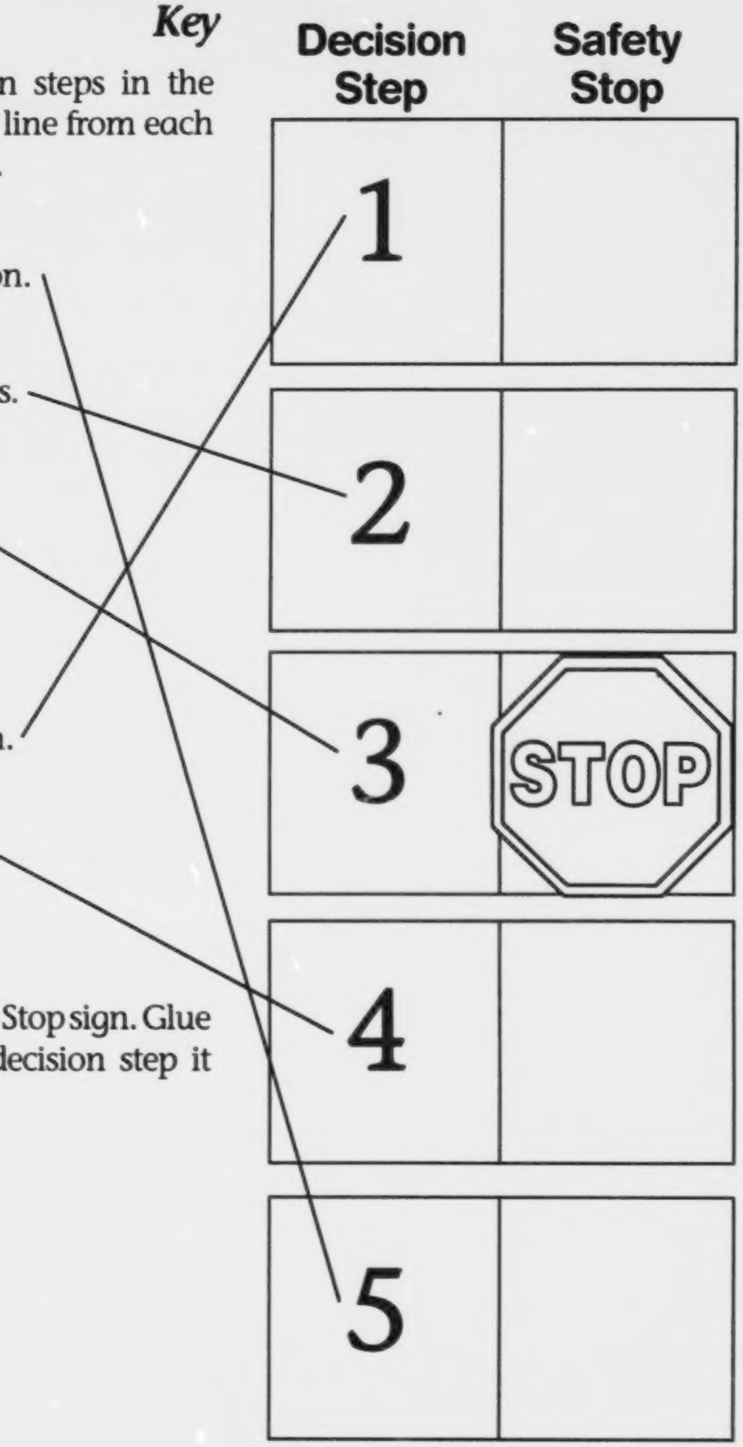
TEACHER

Safety Stop

Key

Directions: Put the decision steps in the correct order by drawing a line from each step to the correct number.

- Evaluate the decision.
- Consider the choices.
- Think about the consequences of each choice.
- Identify the decision.
- Make the decision.



Color and cut out the Safety Stop sign. Glue it by the number of the decision step it belongs to.

UNIT III

Decisions to Help You Stay Healthy

LESSON

10

What Does It Mean to Be Fit?

Objective

Students will be able to describe ways to improve fitness.

Time

One or two class periods.

Overview

Unit III: Decisions to Help You Stay Healthy begins with a lesson that uses a fable to illustrate three important ways of staying fit. After listening to the fable, students make stick puppets of the animals in the fable and act out the story. Students then complete a worksheet to explain how the characters from the fable could improve their fitness by making better choices.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:
- ✓ Posterboard or construction paper, one 8-1/2" x 11" piece for each student.
- ✓ Art supplies (crayons or markers) for students.
- ✓ Scissors and glue for students.
- ✓ Ice cream stick or tongue depressor, one for each student.

COPY:
- ✓ **Skunky, Lionel** and **Kanga** worksheets, one set for each group of three students.
- ✓ **Talk to the Animals** worksheet, one for each student.

REVIEW:
- ✓ **A Trip to the Fair.**

Procedure

■ Begin this unit with a discussion of fitness. Ask several students what they think it means to be fit. Help students generalize that people who are physically fit and healthy feel good. They can do their best when they work or play.

■ Copy the following chart on the board.

FITNESS CHOICES		
SKUNKY	LIONEL	KANGA

Explain to students that you are going to tell them a story, or fable, about three animals. Ask students what a fable is (a story in which animals speak and act like people). Tell students to listen for what the animals did to be fit.

Read or paraphrase the story **A Trip to the Fair**. As you tell the story, write on the chart what each animal did to get ready for the fair. The finished chart should look like this:

FITNESS CHOICES		
SKUNKY	LIONEL	KANGA
walk	walk	
rest		rest
	eat healthy food	eat healthy food

Lead a class discussion of the fable. Ask students questions such as the following:

- What decision did each animal make about his or her health before the three friends went to the fair?
- What were the consequences of the lion's decision? (He was sleepy.) the skunk's decision? (She didn't have energy.) the kangaroo's decision? (She was sore.)
- Were any of these animals fit? (No.) Why or why not? (None of them had done the three things necessary to be fit.)

Emphasize that all three behaviors—eating healthy foods, getting enough exercise, getting enough rest—are important to fitness.

Note: Mental/emotional fitness is certainly important as well. As appropriate, indicate that being physically fit helps you feel good about yourself and contributes to your mental fitness.

■ Divide the class into groups of three and distribute one set of the **Skunky, Lionel** and **Kanga** worksheets to each group, as well as the art supplies for the stick puppets. Have each student make one of the animal puppets, following the directions on the worksheet. Tell students to use the puppets to re-enact the fable in their small groups, or have groups take turns reenacting the fable (or parts of it) for the whole class.

■ Distribute the **Talk to the Animals** worksheet. Tell students to describe what change in behavior each of the animals—Skunky, Lionel and Kanga—should make to become more fit.

Evaluation

Assess students' work on the **Talk to the Animals** worksheet for their ability to describe ways to improve fitness.

Follow-up/Extension

Encourage students to create new adventures for the animals from the fable after they've changed their behaviors.

A Trip to the Fair

Once upon a time, in a land far, far away, there lived a skunk, a lion and a kangaroo. These three animals were best friends. They often played together all day and all night in the forest.

One day Skunky the skunk said to her friends, "Next week is the county fair. I think it would be a splendid idea for the three of us to go there together."

Lionel the lion and Kanga the kangaroo were very excited. They had never been to a fair. Then Skunky said, "You know, it's going to be at least a ten-mile walk to the fair. Maybe we should do some walking this week to get in shape for the journey."

"I don't know," Kanga said. "I don't like to exercise. Why don't the two of you go for a walk, and I'll take a nap? Wake me when you get back."

So Lionel and Skunky went for a walk. They decided to walk several miles every day to get ready.

The next day the three animals were playing and talking about their journey to the fair. Lionel looked at his friends and said, "You know, walking to the fair and back is going to take a lot of energy. I think we should start taking special care to eat healthy food. That should help us get ready for our trip."

Kanga nodded in agreement. But Skunky looked at Lionel and said, "You know I don't like to eat much. And I really don't like healthy foods. I would rather eat cake and candy than vegetables and fruits. You and Kanga can do what you want. But count me out."

So Lionel and Kanga began making a special effort to eat healthy meals and snacks, so they'd have the energy they needed when they went to the fair.

The next day Kanga had a bright idea. She looked at her friends and said, "You know, I think we should try to get more rest before we go on our trip. Sometimes we spend all night playing hide-and-go-seek. If we don't get enough rest, we may not have enough energy for our trip to the fair."

"I agree," Skunky said.

But Lionel just growled. "Don't tell me what to do," he said. "I hate to sleep.

I'm going to play all day and all night if I want to!" So while Skunky and Kanga got a good night's sleep for the rest of the week, Lionel stayed up very late.

Finally, the day of the fair came. The sun rose high, and the sky was blue. It was a perfect day for a trip.

The three friends left early. They were at the fair by noon. They had a wonderful day riding the merry-go-round, playing games and watching all the animals (and people) who showed up at the fair.

They had planned to eat lunch. But they ended up spending all their money on noisemakers. Lionel bought one that sounded like thunder; Skunky bought one that sounded like a firecracker; and Kanga bought one that sounded like a swarm of bumblebees.

As evening neared, the three friends headed home. As they walked, they laughed and talked about all the fun they had had at the fair. But none of them felt very good. Kanga's muscles were very sore from all the walking she had done. Although she didn't feel like sleeping, Skunky felt as if she had no energy. And Lionel could hardly keep his eyes open.

When Kanga suggested that they stop and rest for a while, the others thought it was a good idea. The three sat down by a tree, and within minutes, they all fell fast asleep.

It was several hours later when they opened their eyes. They were shocked to discover that they were surrounded by a pack of wolves—and the wolves looked very hungry. Kanga looked at Skunky. Skunky looked at Lionel. Lionel looked at Kanga.

The kangaroo turned to the skunk and said, "Lift up your tail, Skunky—a little whiff of your perfume and these guys will be gone."

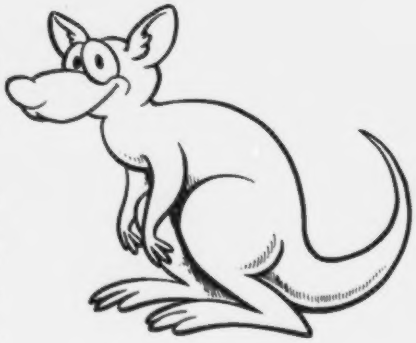
Skunky shook her head. "I'm sorry," she said. "I just don't have the energy to lift my tail. Maybe I should have eaten more healthy foods."

Then the skunk looked at the lion. "Why don't you just give a roar? That'll scare them away."

Lionel looked down sheepishly. "I'm sorry, too," he said. "I am still so sleepy

I can hardly keep my eyes open. I just can't roar today. Maybe I should have slept at night instead of playing."

The lion looked at the kangaroo. "Why don't you start hopping and jump right over them? In fact, Skunky and I can hold onto your back, and you can carry all of us right over them."



Kanga looked at them apologetically. "I'm sorry, too," she said. "My muscles are so sore, I can hardly walk. Maybe I should have exercised instead of sitting around for the past week."

So the three animals looked at each other. And they started to feel scared. These wolves meant business. Each one of the three friends thought, "If I had only been more careful getting ready for this trip, we wouldn't be in this mess. I wish I were more fit."

All of a sudden, Skunky had an idea. She whispered it to her friends, and they nodded vigorously—great plan!

Very quietly, the three friends pulled out the noisemakers they had bought at the fair. All of a sudden, Kanga pushed the button to start her noisemaker. It sounded like a thousand bees were swarming around the tree. The wolves looked around nervously, wondering where the bees were coming from.

Next, Lionel pushed the button to start his noisemaker. Claps of thunder started roaring through the forest. The wolves became even more nervous, and some of them started jumping up and down.

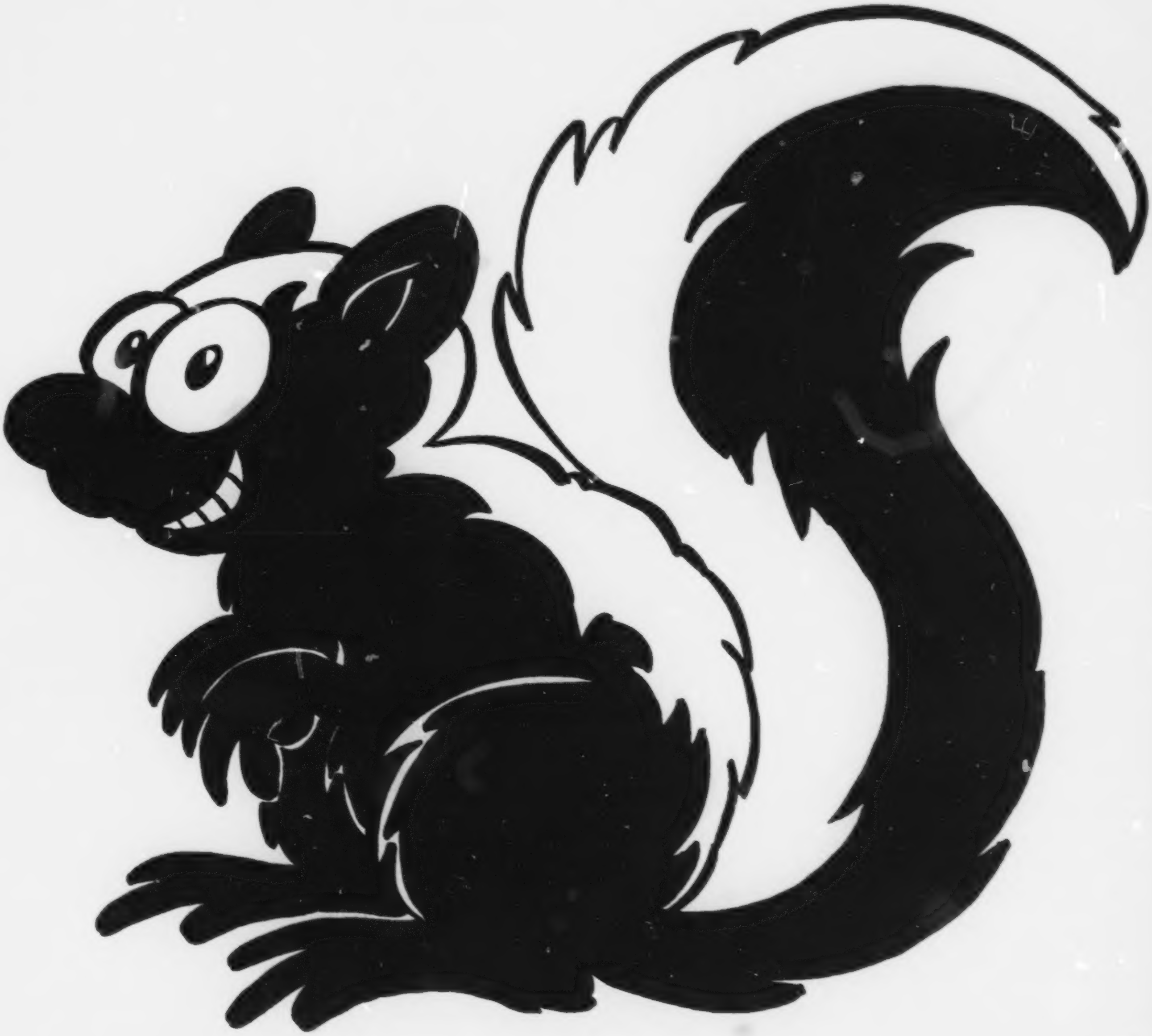
Finally, Skunky pushed the button to start her noisemaker. The sound of hundreds of firecrackers pierced the forest. Well, this was too much for the wolves, and they ran away from the three friends as fast as they could. Hungry or not, they couldn't stand the noise.

As soon as the wolves were out of sight, the three friends stopped the noisemakers, put them away and began moving along the road again. Tired as they were, they knew they'd better get home. They didn't talk much. But all three were thinking about the changes they needed to make to be more fit, so they would never be in such a fix again!

Name ____

Skunky

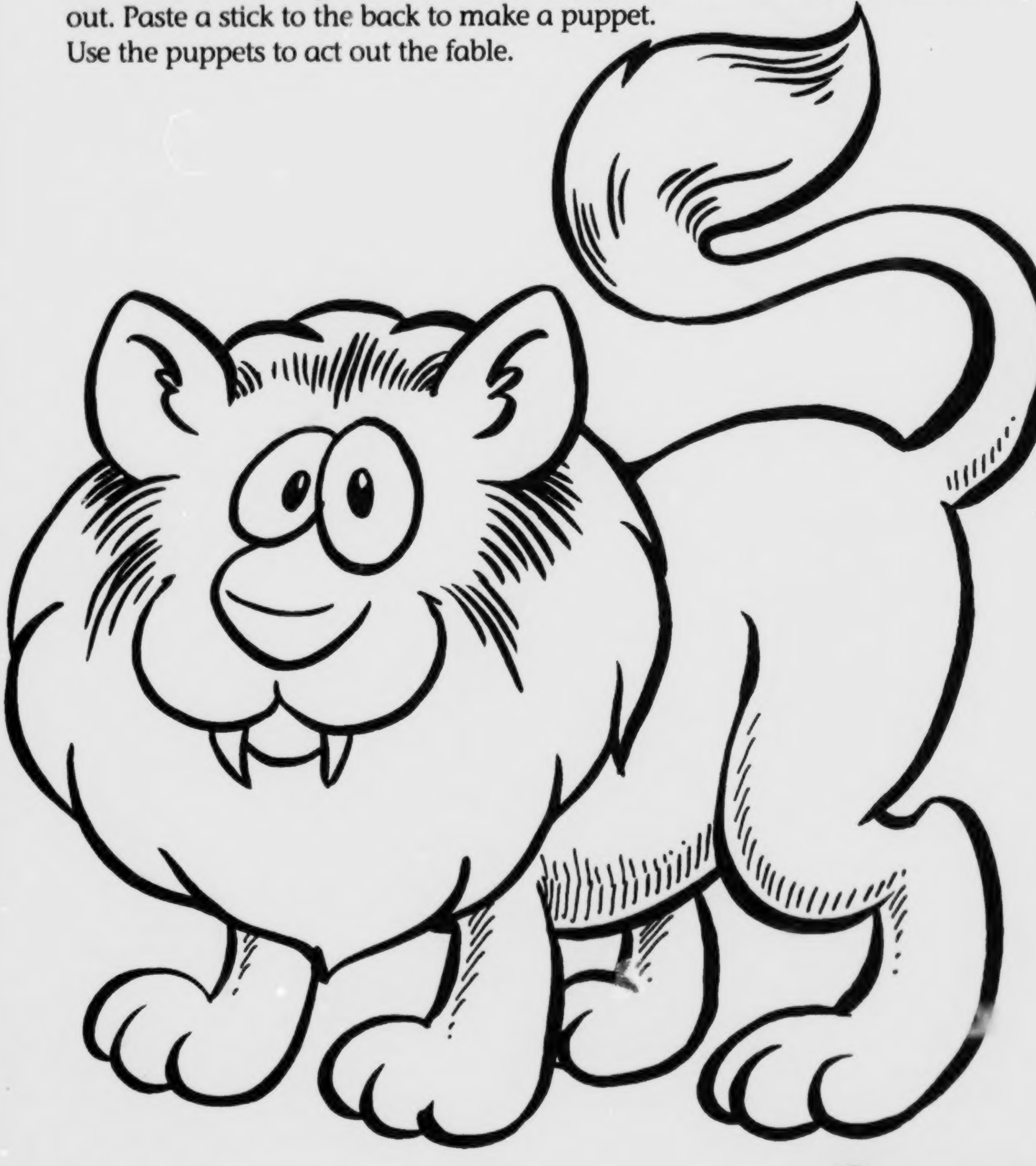
Directions: Color the picture of Skunky. Then paste it on heavier paper and cut it out. Paste a stick to the back to make a puppet. Use the puppets to act out the fable.



Name ______________________________

Lionel

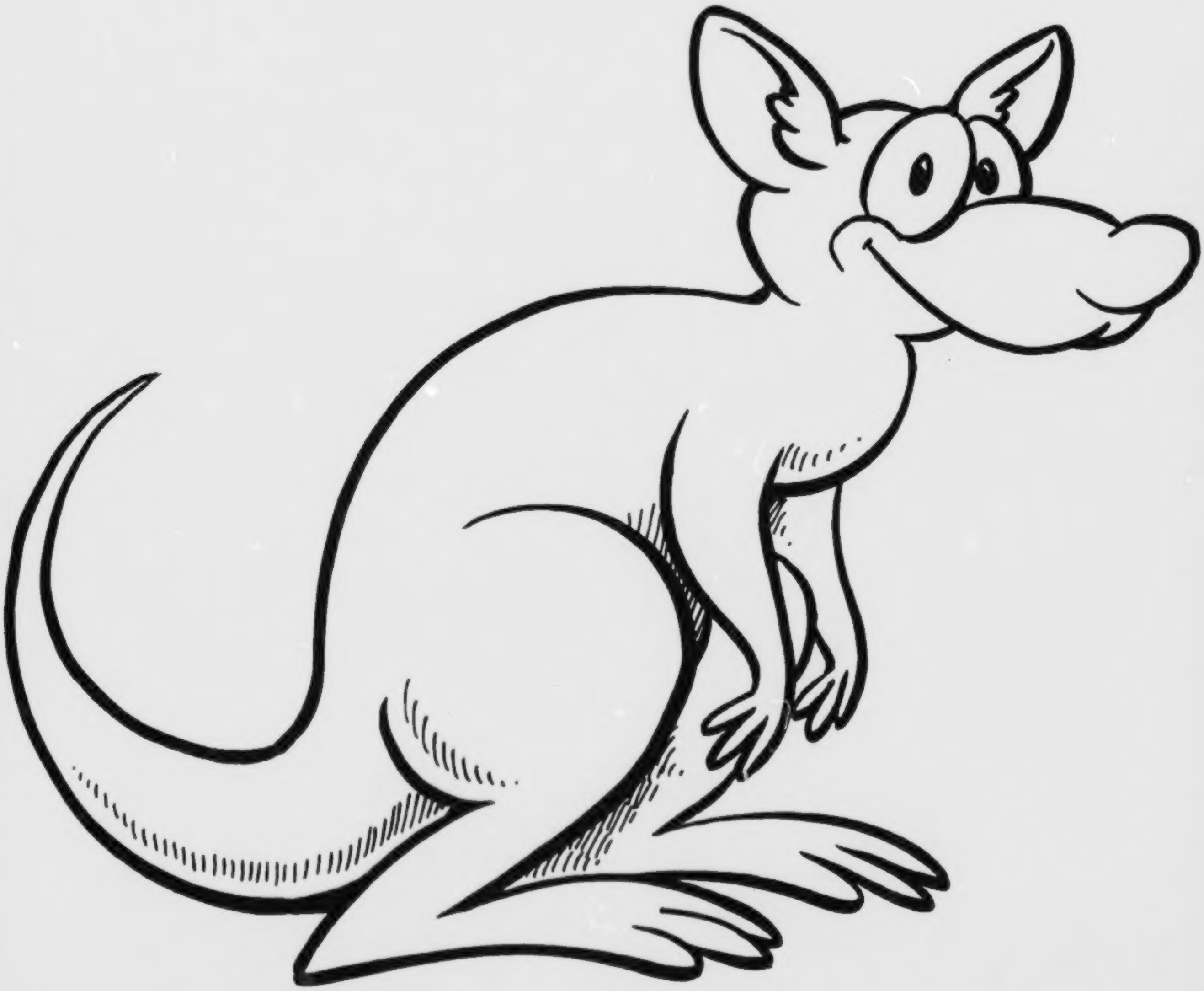
Directions: Color the picture of Lionel. Then paste it on heavier paper and cut it out. Paste a stick to the back to make a puppet.
Use the puppets to act out the fable.



Name ______________________________

Kanga

Directions: Color the picture of Kanga. Then paste it on heavier paper and cut it out. Paste a stick to the back to make a puppet. Use the puppets to act out the fable.



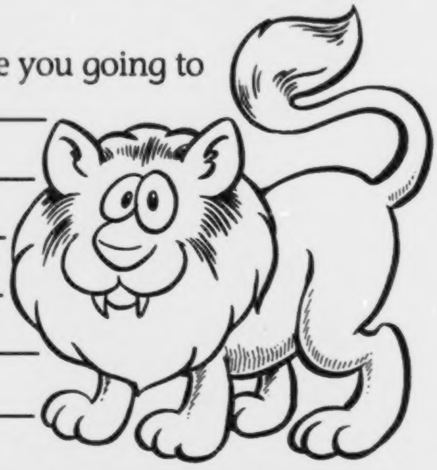
Name ________________________________

Talk to the Animals

Directions: Pretend a reporter is talking to the animals from the fable. The reporter wants to find out what they plan to do to become more fit. Write each animal's answer to the question.

"Skunky, after meeting those wolves, what are you going to change in your life?"

"Lionel, I bet this has changed your life. What are you going to do to become more fit?" ____________



"Kanga, you had a close call. Will you do anything different to become more fit?" ____________________

LESSON

11

Physical Activity

Objectives

Students will be able to identify three ways that physical activity helps improve fitness.

Time

One class period.

Overview

Along with eating right and getting enough rest, engaging in regular exercise is one of the most important actions for health. This lesson helps students understand what exercise is and why it is important. Students identify different types of physical activities that help the body stay fit. A brief experiment with running in place demonstrates how exercise affects the heart.

Note: A good physical education program is an important part of the elementary curriculum. If your school doesn't have such a program, try to make physical activity a regular part of the students' day. See Follow-Up/Extension for some suggested activities.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:
✓ Mural paper.
✓ Art supplies (crayons, markers, paint) for students.
✓ Tape recorder and tapes of lively music with a strong beat (optional).

COPY:
✓ **My Activity Level** worksheet, one for each student.

MAKE:
✓ Transparency of **Physical Activity Puzzle** (or copy the puzzle on the board).

PREPARE:
✓ Set aside an area for students to work on **Activity Murals**.

REVIEW:
✓ **Exercise and Physical Activity *Teacher Background Information*.**
✓ **Physical Activity Puzzle *Key*.**

Procedure:

■ Review what the animals in the fable (Lesson 10) learned about being fit, i.e., you need to eat well, get enough rest and be physically active. Explain to students that today they'll be learning more about why exercise and activity are important. Ask students for a definition of *exercise.*

Help students understand that exercise includes all vigorous play and all vigorous physical activities. Explain that when we talk about *being physically active* or *exercising,* we are talking about activities like running, walking, jumping, swimming, biking, some types of housework and yardwork, etc. All these activities use muscles or get the heart beating faster.

To help students better understand the difference between activities that are exercise and activities that aren't, name several activities and have students indicate whether each activity is or isn't exercise. Activities you might name include:

- playing soccer (yes)
- bicycle riding (yes)
- playing checkers (no)
- jumping rope (yes)
- playing video games (no)
- watching television (no)
- playing tag (yes)

■ Ask how many students like being physically active. Explain that physical activity is not only lots of fun, it is an important way to get fit and stay fit.

Brainstorm ways that children can be physically active. Write these ideas on posterboard or newsprint, so they can be referred to later. In addition to the exercise activities listed earlier, responses may include:

- walking or riding a bike to school
- running
- swimming
- roller skating
- dancing—ballet, jazz, tap

Ask how many students see at least one activity they would like to try.

■ Use the **Physical Activity Puzzle** to introduce the three ways physical activity helps the body become more fit. Show students the transparency or the diagram on the board. Ask them to guess letters to fill in the blanks to complete the phrases about the benefits of physical activity.

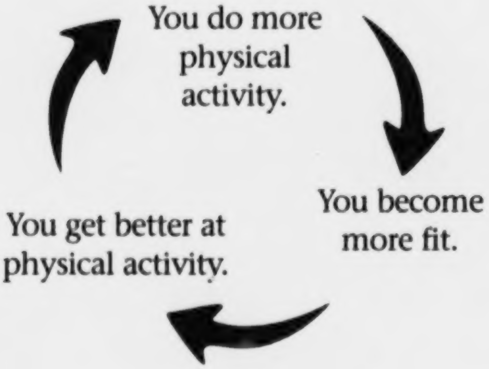
■ When students have solved the puzzles, discuss how each of these benefits (strong muscles, strong heart and lungs, flexibility) helps the body become more fit, using the **Exercise and Physical Activity *Teacher Background Information*** as a guide. Review some of the activities listed earlier and discuss how they help improve fitness. Include examples such as the following:

- Walking or bike riding builds muscle strength, strengthens heart and lungs.
- Running builds muscle strength, strengthens heart and lungs.
- Dancing builds muscle strength, strengthens heart and lungs, increases flexibility.

Explain that exercise strengthens the heart and lungs by making them work harder. Have students run in place for about one minute. *Note:* Be aware of the physical condition of your students before having them engage in any physical activity.

After they've run, tell students to put their hands on their chests. Can they feel their hearts beating harder? Are they breathing harder? Emphasize that students need to exercise for 20 to 25 minutes, without stopping, at least three times a week to improve their fitness.

■ Draw the following chart on the board. Explain to students that physical activity helps you become more fit and that the more fit you are, the better you will become at doing physical activity.


You do more physical activity.
You become more fit.
You get better at physical activity.

- Distribute the **My Activity Level** worksheet, and have students complete it. Discuss students' responses as a class.

- Divide the class into groups of three to five students. Have groups make **Being Active** murals that illustrate at least ten ways people can be physically active.

Tell students that somewhere in the mural they must indicate the three ways that physical activity helps people get and stay fit (e.g., slogans on T-shirts or billboards, skywriting, etc.). Tell students to include themselves somewhere in the mural doing a favorite physical activity.

During the mural activity, you may want to play lively background music with a strong beat (such as the music on exercise videos or audiotapes). If students start dancing or moving on their own, point it out.

Evaluation

Assess students' work on the **Being Active** murals for their ability to identify how physical activity improves fitness.

Follow-Up/Extension

Ask a physical education teacher (if available) to explain to students how each P.E. activity helps them become more fit. Does it build strength? Does it increase flexibility? Does it strengthen the heart and lungs?

When students return to the classroom, add any new physical activities that they've done during P.E. to the list of activities students brainstormed in this lesson.

Review Question 7 on the **My Activity Level** worksheet. If several students have listed an activity that is developmentally appropriate and that you (or the P.E. teacher) could teach in school, arrange for it to be taught.

Collect jump rope jingles. Jumping rope is excellent exercise. Have interested students interview parents and other adults to learn what jingles they jumped rope to when they were young. Encourage students to make a book or an audiotape of these jingles.

Contact the American Heart Association in your community for information about the Jump Rope for Heart program for elementary students.

Begin a class project to walk or run a certain distance. Choose a popular destination (e.g., Disneyland, the Statue of Liberty) and figure out the distance to that location from your school. Mark out a portion of the school yard where students can measure the miles (or portions thereof) they run or walk.

Set up a chart to keep track of the miles the students run or walk, and see how long it takes the class to get to its destination.

Exercise and Physical Activity

Teacher Background Information

There are many ways that exercise and physical activity help the body become more fit. For the third grader, we focus on three aspects:

Physical activity builds muscle strength. Strong muscles are needed for the body to lift, push, pull and carry. Strong muscles are also important to help support the organs of the body and to allow the body to move.

Physical activity strengthens the heart and lungs. A strong heart and lungs help the body carry out normal functions with less effort. When the heart and lungs are strong, an individual can be active for a long period of time without getting overly tired.

Aerobic exercise strengthens the heart and lungs. To have aerobic benefits, exercise should be continuous and use the large muscle groups. The American Academy of Pediatrics recommends that children exercise at least three times a week for at least 20 to 25 minutes with *non-stop* activity.

Physical activity increases flexibility. Flexibility can help prevent injuries to the muscles and joints, not only during sports and other physical activities but during day-to-day activities. Stretching increases flexibility and serves as an important warm-up to exercise.

TEACHER

Physical Activity Puzzle

Directions: Have students guess the letters to fill in the blanks to complete three phrases about the benefits of physical activity. Fill in all the blanks for a letter when students guess it and cross out the letter in the alphabet.

1. ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___

   ___ ___ ___ ___ ___ ___ ___

2. ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___

   ___ ___ ___ ___ ___   ___ ___ ___   ___ ___ ___ ___ ___

3. ___ ___ ___ ___ ___   ___ ___ ___   ___ ___ ___ ___ ___ ___

   ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___ ___

a b c d e f g h i j k l m n o p q r s t u v w x y z

TEACHER

Physical Activity Puzzle

Key

Directions: Have students guess the letters to fill in the blanks to complete three phrases about the benefits of physical activity. Fill in all the blanks for a letter when students guess it and cross out the letter in the alphabet.

1. builds strong
   muscles

2. builds strong
   heart and lungs

3. helps you become
   more flexible

~~a~~ ~~b~~ ~~c~~ ~~d~~ ~~e~~ ~~f~~ ~~g~~ ~~h~~ ~~i~~ j k ~~l~~ ~~m~~ ~~n~~ ~~o~~ ~~p~~ q ~~r~~ ~~s~~ ~~t~~ ~~u~~ v w ~~x~~ ~~y~~ z

Name ______________________________

My Activity Level

1. The physical activity I like best is ____________________
____.

2. The time of day I like to be active is ____________________
____.

3. Something active that families can do together is ____________________
____.

4. The game we play in P.E. class that I like best is _____
____.

5. The physical activity I would like to be better at is ____
____.

6. The running game I like best is ____________________
____.

7. A new activity I would like to try is ________
____
____.

LESSON

12

Activity and Rest

Objectives

Students will be able to list choices and consequences for a decision about rest and exercise.

Time

One class period (following homework assignment).

Overview

This lesson emphasizes the importance of rest. Students are asked to consider a number of situations where a decision between continued activity and rest must be made. Students complete a worksheet about their nightly sleep habits. Another worksheet gives students an opportunity to practice deciding when it's time to rest.

Integration

Language arts, math.

Teacher Materials and Preparation

ASSIGN:

✓ Distribute the **Children's Rest** letter and the **Time for Bed** worksheet. Tell students to take the letter and worksheet home to their families. Ask them to work on the worksheet with an adult in the family to figure out how many hours they sleep at night. Tell students to return the worksheet before this lesson.

Note: Family situations will greatly affect children's sleep conditions. Teachers need to be sensitive to the fact that many children have crowded sleeping situations. Be sure students feel comfortable with this activity. Students should not be made to feel stigmatized because they sleep on the couch in the living room, for example.

HAVE:

✓ **Decide for Health**, an *Actions for Health* poster.

COPY:

✓ **Children's Rest** letter, one for each student.
✓ **Time for Bed** worksheet, one for each student.
✓ **Decisions About Rest** worksheet, one for each student.

REVIEW:

✓ **A Trip to the Fair**, from Lesson 10.
✓ **Sleeping Case Study.**
✓ **Decisions About Rest** ***Example.***

Procedure

- Use the fable **A Trip to the Fair** from Lesson 10 to review the three things we need to do to get and stay fit—eat well, get enough rest and get enough exercise. Explain to students that today they'll be looking more at how exercise and rest work together to help people stay fit.

Ask students to name the three ways that physical activity helps them stay fit (builds strong muscles, strengthens the heart and lungs, increases flexibility). Ask students what would happen if someone kept exercising all day and all night. (They'd get tired; they couldn't go on without resting.)

Explain that physical activity uses up the energy in your body. To get more energy, you need to eat. But you also need to rest your body. Your body rests when you sleep at night. Sometimes, if you've been playing or working hard, you may need to stop and rest during the day.

Sleep and rest are necessary for the body. Explain to students that during sleep, your heartbeat and breathing slow down. Your body also builds up a new energy supply. This energy helps you work and grow.

Ask students how they feel if they don't get enough sleep. Help them generalize that if they don't get enough rest, they are not fit—they cannot do their best.

- Tell students to take out the **Time for Bed** worksheet. Survey the class to find out how much sleep each student got. Tell students that people their age normally need about ten to eleven hours of sleep. How many students got that much sleep? How many got more? How many got less? *Note:* You may have to help process the worksheet if students weren't able to complete it at home.

Ask how many students have a set bedtime. Explore their feelings about bedtime. Do they feel their bedtime is fair? Would they like to stay up longer? Discuss why families set bedtimes for children. Has their bedtime changed since they were younger? How? Why? How do bedtimes help children get the sleep they need?

Explain to students that even if families have set bedtimes, students still make decisions about sleep and rest. Tell students you're going to look at some of the decisions they can make.

- Review the decision steps on the **Decide for Health** poster. Then read and discuss the **Sleeping Case Study** with the class.

- Distribute the **Decisions About Rest** worksheet. Have students work with a partner or in small groups to complete the worksheet. The first response is filled in for them. Tell students to list at least three choices Teresa has and the consequences of each choice.

Then students should make a decision for Teresa and explain their choices. Review the format of the worksheet to help students understand how to list choices and consequences.

Evaluation

Assess students' responses on the **Decisions About Rest** worksheet for their ability to identify choices and consequences of a decision about rest.

Home/Family Involvement

Students take the **Children's Rest** letter and the **Time for Bed** worksheet home to discuss with their families.

Follow-Up/Extension

Have students make a graph depicting the hours of sleep students in the class had last night.

Have students interview parents and other adults to find out how many hours of sleep they get on the average. Have students ask parents of infants and preschoolers how many hours of sleep their children get each night.

LETTER

Children's Rest

Date: ______________________

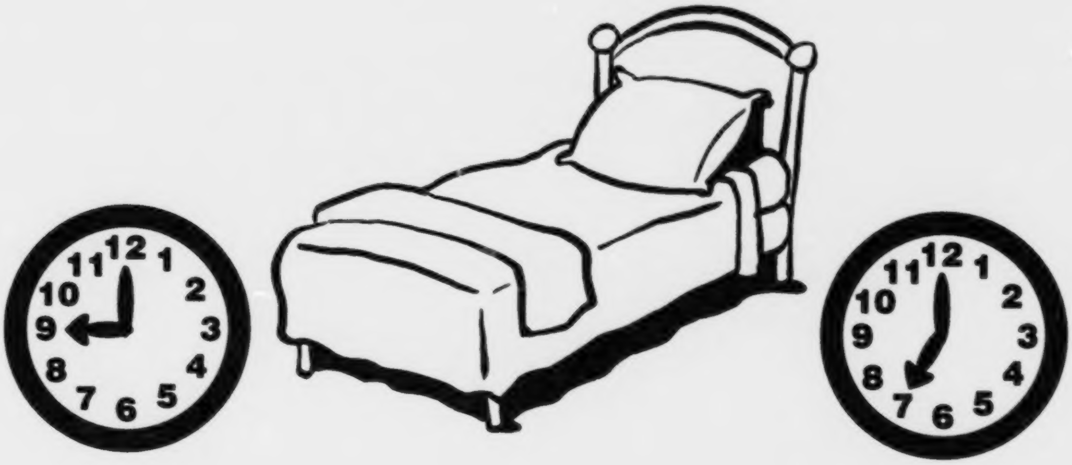
Dear Family:

In health class this week, children are learning about the importance of rest and sleep. We've also studied the importance of physical activity. Growing children need rest as well as activity. According to Dr. Richard Ferber in *Solve Your Child's Sleep Problems* (Simon and Schuster, 1985), children at age eight need about ten to eleven hours of sleep a night.

Your child has a worksheet to share with you. Help your child complete the worksheet by circling the clock that shows the hour closest to the time she or he went to bed. Then mark an *X* on the clock that shows the hour closest to the times she or he woke up. Be sure the child returns the worksheet to school for the next health lesson.

Sincerely,

____



Name ______________________________

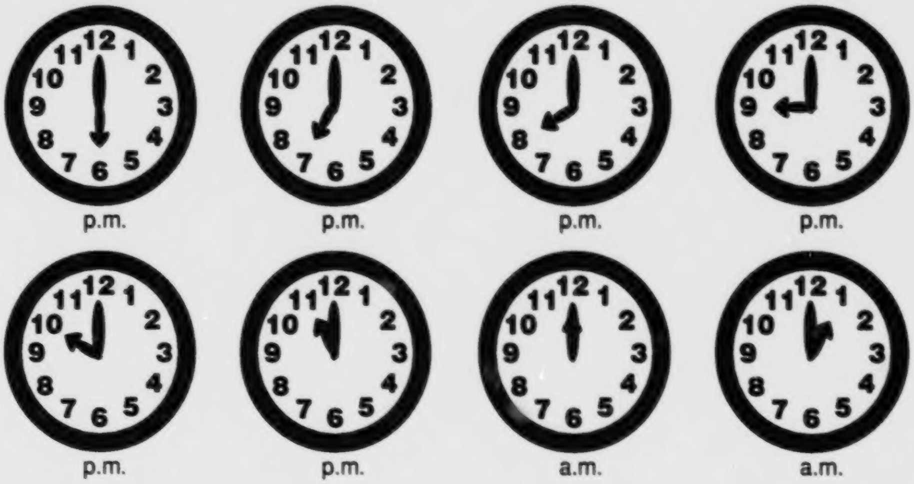
Time for Bed

Directions: Circle the clock that shows the hour closest to the hour you went to bed last night. For example: If you went to bed at 8:15, circle the clock that shows 8:00 p.m.

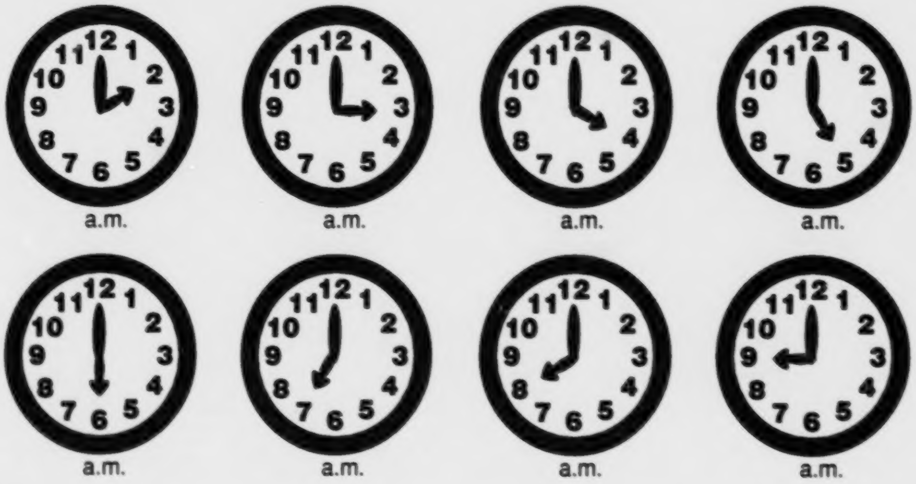
Then put an X on the clock that shows the hour closest to the time you woke up this morning. For example: If you woke up at 7:30, put an X on the clock that shows 7:00 a.m.

Then count the clocks, starting with the clock you circled and ending with the clock just before the clock you marked with an X. The number of clocks you count equals the hours of sleep you got.

What time did you go to bed?



What time did you get up?



Sleeping Case Study

Directions: Read the case study to students.

Ben, a third grader, loves to read. His bedtime is 8:30 on school nights. On nights when his mother works, his cousin comes over to stay. Ben goes to bed at 8:30 and pretends to fall asleep. When his cousin goes downstairs, Ben brings out his flashlight and reads. Sometimes he stays up reading until 11:00. But the next morning, he's really tired when his alarm goes off. Ben's cousin is coming over tonight.

Ask students the following questions:

- What decision does Ben have to make?

  when to go to sleep

- What are Ben's choices?

Encourage students to consider more than the two obvious choices, i.e., Ben falls asleep at 8:30 or Ben stays up until 11:00 reading. Other choices might be to read for half an hour and go to sleep at 9:00 or to discuss changing his bedtime with his family.

Then ask students:

- What are the consequences of each choice?
- What do you think Ben's decision should be? Why?

Name ______________________________

Decisions About Rest

Directions: Read the story about Teresa. Then answer the questions about her decision.

Teresa loves to play outdoors. She can't get enough of running, jumping rope, biking and swimming. One day after jumping rope with her friends for a couple of hours, Teresa feels very tired. Her jump-rope friends have gone home. But now another friend comes over and invites her to ride her bike to the park right now. Teresa would like to go to the park. But she's still feeling very tired.

Step 1. What decision does Teresa have to make?

Should she go to the park or rest?

Step 2. What choices does she have?

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

Name ______________________________

Decisions About Rest (continued)

Step 3. What are the consequences of each choice?

1.

2.

3.

Step 4. What decision do you think Teresa should make?

Why?

TEACHER

Decisions About Rest

Example

Directions: Read the story about Teresa. Then answer the questions about her decision.

Teresa loves to play outdoors. She can't get enough of running, jumping rope, biking and swimming. One day after jumping rope with her friends for a couple of hours, Teresa feels very tired. Her jump-rope friends have gone home. But now another friend comes over and invites her to ride her bike to the park right now. Teresa would like to go to the park. But she's still feeling very tired.

Step 1. What decision does Teresa have to make?

Should she go to the park or rest?

Step 2. What choices does she have?

1. ***Ride her bike to the park.***

2. ***Stay home and rest.***

3. ***Tell her friend she'll ride later.***

TEACHER

Decisions About Rest Example (continued)

Step 3. What are the consequences of each choice?

1. ***She might get too tired to do anything else.***

2. ***Her friend might be angry if Teresa doesn't go for a bike ride.***

3. ***Her friend might go riding without her.***

Step 4. What decision do you think Teresa should make?

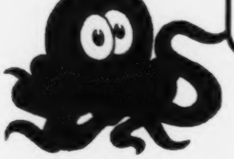
Answers will vary.

Why?

LESSON

13

What's to Eat?



Objectives

Students will be able to identify foods that help the body stay healthy.

Time

One or two class periods.

Overview

This lesson introduces students to the importance of good nutrition for a healthy body. Through class discussion, worksheets and an art project, students learn to distinguish foods that are healthy and nutritious from foods that are not.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:
✓ A red pencil, pen, marker or crayon for each student.
✓ Writing and/or poster paper for students.
✓ Art supplies (crayons, markers, paint) for students.
✓ Large piece of posterboard or construction paper (optional).
✓ Old magazines with pictures of food (optional).
✓ Scissors and glue for students (optional).

COPY:
✓ **Sorting Foods** worksheet, one for each student.
✓ **Finding Healthy Foods** worksheet, one for each student.
✓ **Children's Nutrition** letter, one for each student.

MAKE:
✓ Transparency or poster of **Healthy Food**.

REVIEW:
✓ **Nutrition *Teacher Background Information*.**
✓ **Sorting Foods *Example*.**
✓ **Finding Healthy Foods *Key*.**

Procedure

■ Remind students of the fable **A Trip to the Fair** from Lesson 10. Tell them that they've been learning about how physical activity and rest help them become fit. Ask students what other important change the animals needed to make to be fit (eat well).

Ask students questions such as the following:

- How many of you like to eat?
- How many of you like many different foods?
- How many of you think you know a lot about food?
- How many of you think that food is interesting?

Explain that today the class will be learning more about food.

■ Distribute the **Sorting Foods** worksheet. Have students read aloud the names of the foods listed on the worksheet.

Tell students to begin by sorting foods by color in Column 1. Give each student a red pencil, pen, marker or crayon. Tell students to put a red *X* in Column 1 next to all the red foods. If a food is not red, they shouldn't put anything in the column. (Foods that may sometimes be red, such as apples or candy, or foods that are partly red, such as watermelon, can be marked.) Discuss students' responses briefly.

Then ask students to read the list of foods to themselves and think about whether they like each food. Tell them to draw a happy face in the box in Column 2 for foods they like.

Then ask students to think about which of these foods they've tasted and which they've never tasted. Tell them to draw a question mark in the box in Column 3 for foods that they haven't tasted. Discuss student responses in Columns 2 and 3.

Ask students what other ways they could sort foods. Accept all reasonable responses. Explain that in the last column students are going to sort foods by whether they are healthy or not. Ask students for examples of foods they think are healthy. Ask them for examples of foods they think are not healthy. Tell students to mark an *X* in the last column for foods they think are healthy.

■ Show students the **Healthy Food** transparency or poster. Tell them that the pictures show some of the foods that help us stay healthy and fit. Identify the food groups pictured—meat (includes beans and peanut butter), milk products (milk, cheese and yogurt), fruits, vegetables, and grains and cereals.

Tell students these foods are full of nutrients. Nutrients are the things in food that help the body stay healthy. Use the **Nutrition *Teacher Background Information*** to guide this discussion.

Ask students what kinds of foods are not pictured on the transparency. Explain that potato chips, tortilla chips, cakes, pies, cookies, candy and sodas don't have many nutrients to help the body stay healthy. These foods are called "Others."

- Divide the class into small groups. Tell groups to discuss whether each food on the **Sorting Foods** worksheet is a food that helps us stay healthy or a food that doesn't help us stay healthy.

  Tell groups to make a poster or prepare a presentation (a skit, a rap song, etc.) that shows which foods help the body stay healthy and which foods don't. Have groups show their poster or presentation to the class.

- *Optional:* Have students make a class poster of healthy foods. Tell students to cut out pictures of healthy foods from magazines or draw their own pictures of healthy food. Paste pictures on a large piece of construction paper and hang the poster in the classroom.

- Distribute the **Finding Healthy Foods** worksheet. Tell students to follow the directions on this puzzle sheet to find a secret message.

Evaluation

Assess students' work on the **Finding Healthy Foods** worksheet and in group presentations for their ability to identify foods that help the body stay healthy.

Home/Family Involvement

Distribute the **Children's Nutrition** letter. Tell students to take it home to share with their families.

Nutrition

Teacher Background Information

Nutrients are the substances in foods that the body needs to stay healthy. There are about 40 known nutrients.

Foods can be *nutrient-rich* or *nutrient-poor.* Nutrient-rich foods supply the 40 essential nutrients. Nutrient-poor foods are poor sources of most nutrients.

One simple and popular way to classify foods is to use the basic food groups, combination foods, and the "Others" category. Foods in the basic food groups and combination foods are nutrient-rich. Foods in the Others category are nutrient-poor.

Food Groups

- *Milk Products:* Foods in this group are good sources of calcium, riboflavin and protein. They include:
  milk, cheese, cottage cheese, yogurt, frozen yogurt, ice milk

- *Meat Group:* Foods in this group are good sources of protein, niacin, iron and thiamine. They include:
  beef, pork, veal, lamb, chicken, turkey, fish, shellfish, peanut butter, nuts and seeds, legumes, dried beans and peas

- *Fruits Group:* Foods in this group are good sources of vitamins A and C and fiber. They include:
  fruits (canned, fresh, frozen, dried) and juices of fruits

- *Vegetables Group:* Foods in this group are good sources of vitamins A and C and fiber. They include:
  dark green, leafy vegetables; deep-yellow vegetables; dried beans and peas (legumes); other vegetables and juices

- *Grains and Cereals Group:* Foods in this group are good sources of carbohydrates, thiamine, iron and niacin. They include:
  breads, rolls, muffins, bagels, cereals, pasta, rice, crackers

Combination Foods

Foods such as soups, sandwiches, casseroles, and other mixed dishes that combine types of foods are combination foods. They are good sources of the same nutrients as the foods they include. Combination foods include:

- pizza, spaghetti and meatballs, lasagna
- tacos, burritos, enchiladas
- other combinations such as stir-fry dishes, chef's salads, sandwiches, soups

Others Category

Foods in this category are low in most nutrients and may be high in sugar and/or fat. These foods should be eaten only occasionally, as they do not contribute to health. Foods in the Others category include:

- sweets (cakes, candy, cookies, pies, etc.)
- fats and oils (oil, mayonnaise, margarine, butter, salad dressings, etc.)
- soft drinks
- chips and other salty snacks

Daily Food Choices

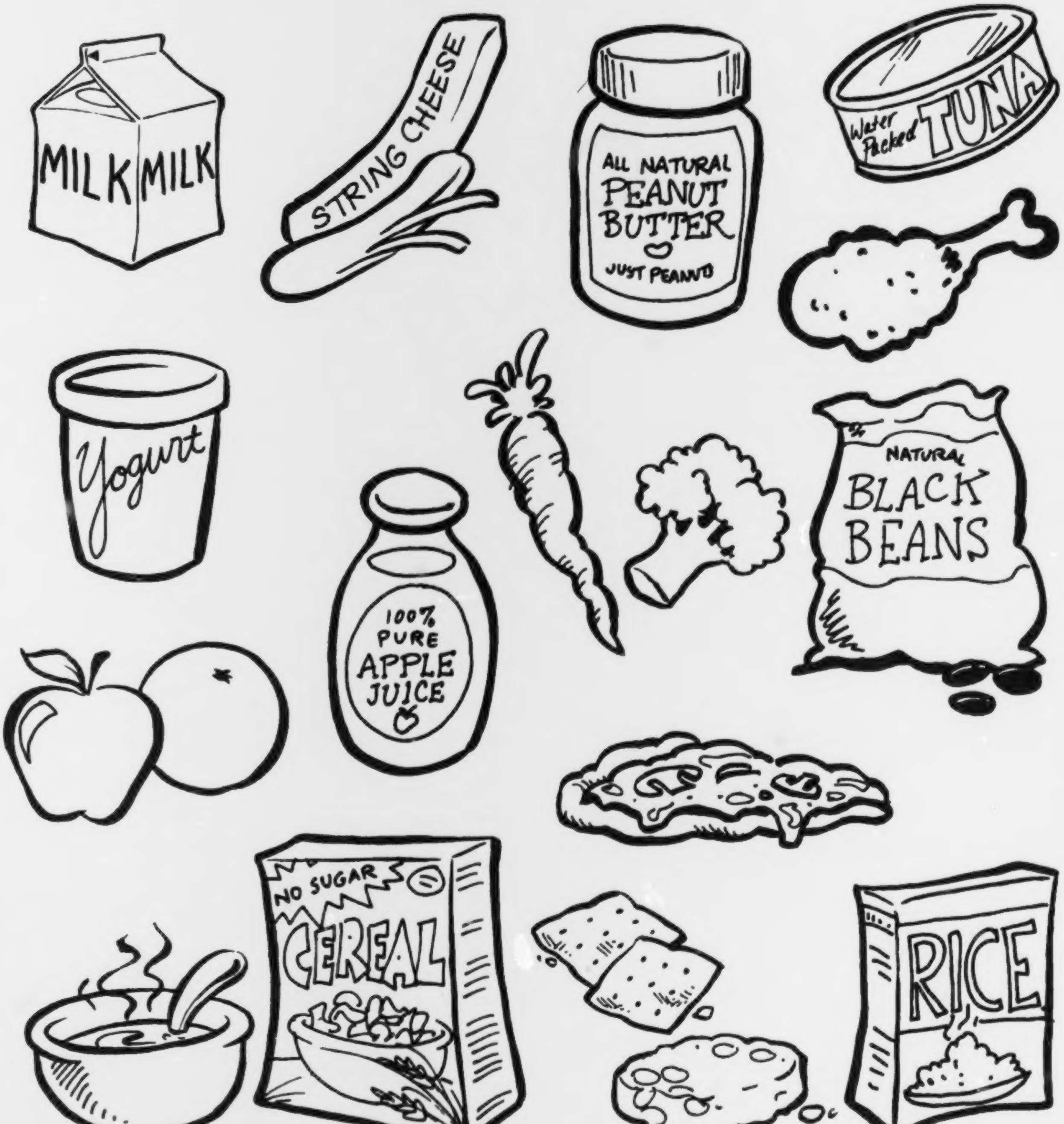
Variety is important in making daily food choices. Eating a variety of foods from the different food groups helps ensure that the body gets the nutrients it needs.

Dietitians suggest that a healthy diet should emphasize complex carbohydrates—fruits, vegetables and the whole grains—and limit foods high in fat and cholesterol, such as bacon or egg yolks.

Vegetarians and people from certain ethnic backgrounds may not eat foods from all the groups described. They need to be aware of the importance of the various nutrients in planning their diets.

TEACHER

Healthy Food


MILK MILK
STRING CHEESE
ALL NATURAL PEANUT BUTTER
JUST PEANUTS
Water Packed TUNA
Yogurt
NATURAL BLACK BEANS
100% PURE APPLE JUICE
NO SUGAR
CEREAL
RICE

Name ____

Sorting Foods

Directions: Mark a red X in column 1 next to all the red foods. Draw a happy face in column 2 beside the foods you like. Put a question mark in column 3 for any foods you have not tasted. Mark an X in column 4 for the healthy foods on the list.

	1 Color	2 ☺	3 ?	4 Healthy
swiss cheese				
candy				
tomatoes				
bagels				
tortillas				
chicken				
watermelon				
strawberry yogurt				
tortilla chips				
oatmeal				
peanut butter				
beans				
milk				
soft drinks				
hamburger				
broccoli				
noodles				
rice				
cookies				

TEACHER

Sorting Foods

Example

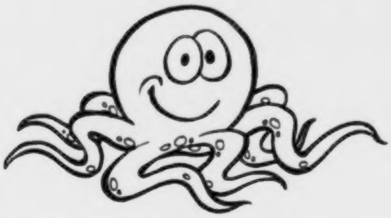
Directions: Mark a red **X** in column 1 next to all the red foods. Draw a happy face in column 2 beside the foods you like. Put a question mark in column 3 for any foods you have not tasted. Mark an X in column 4 for the healthy foods on the list.

	1 Color	2* ☺	3* ?	4 Healthy
swiss cheese			?	✖
candy	✖	☺		
tomatoes	✖			✖
bagels			?	✖
tortillas		☺		✖
chicken				✖
watermelon	✖			✖
strawberry yogurt	✖			✖
tortilla chips		☺		
oatmeal				✖
peanut butter		☺		✖
beans				✖
milk		☺		✖
soft drinks				
hamburger		☺		✖
broccoli				✖
noodles				✖
rice				✖
cookies		☺		

*Answers in columns 2 and 3 will vary.

Name ______________________________

Finding Healthy Foods



Directions: Use this special code to find the names of nine secret foods. Write the letter that matches the number on the line or in the circle above the number. The first one has been done for you.

a	b	c	d	e	f	g	h	i	j	k	l	m
26	25	24	23	22	21	20	19	18	17	16	15	14
n	o	p	q	r	s	t	u	v	w	x	y	z
13	12	11	10	9	8	7	6	5	4	3	2	1

- *b* *r* *e* *a* *d*
  25 9 22 26 23
- ○ ___ ___ ___ ___ ___
  7 6 9 16 22 2
- ___ ○ ___ ○
  24 26 16 22
- ○ ___ ___ ○ ___ ___ ___ ○ ___ ___
  4 26 7 22 9 14 22 15 12 13
- ___ ___ ○ ___
  14 18 15 16

Name ______________________________

Finding Healthy Foods (continued)

- ○ ___ ___ ○ ○
  24 26 13 23 2
- ___ ___ ○ ___ ___ ___   ○ ___ ○ ___ ___
  11 12 7 26 7 12   24 19 18 11 8
- ○ ○ ___ ___
  25 22 22 21
- ___ ___ ___ ___ ___ ○ ___ ___ ○ ○
  20 9 26 11 22 21 9 6 18 7

Now go back. You only want foods that help you stay healthy. Cross out the names of any foods that do not help the body stay healthy.

Each food has some letters circled. Write the circled letters from the foods that are not crossed out on the lines below. Write the letters in the order they appear. Find the secret message!

___ ___ ___   ___ ___ ___ ___!   ___ ___   ___ ___ ___!

TEACHER

Finding Healthy Foods

Key

Directions: Use this special code to find the names of nine secret foods. Write the letter that matches the number on the line or in the circle above the number. The first one has been done for you.

a	b	c	d	e	f	g	h	i	j	k	l	m
26	25	24	23	22	21	20	19	18	17	16	15	14
n	o	p	q	r	s	t	u	v	w	x	y	z
13	12	11	10	9	8	7	6	5	4	3	2	1

-

b	*r*	*e*	*a*	*d*
25	9	22	26	23

-

t	*u*	*r*	*k*	*e*	*y*
7	6	9	16	22	2

-

c	*a*	*k*	*e*
24	26	16	22

-

w	*a*	*t*	*e*	*r*	*m*	*e*	*l*	*o*	*n*
4	26	7	22	9	14	22	15	12	13

-

m	*i*	*l*	*k*
14	18	15	16

TEACHER

Finding Healthy Foods Key (continued

- ⓒ a n ⓓ ⓨ
  24 26 13 23 2

- p o ⓣ a t o ⓒ h ⓘ p s
  11 12 7 26 7 12 24 19 18 11 8

- ⓑ ⓔ e f
  25 22 22 21

- g r a p e ⓕ r u ⓘ ⓣ
  20 9 26 11 22 21 9 6 18 7

Now go back. You only want foods that help you stay healthy. Cross out the names of any foods that do not help the body stay healthy.

Each food has some letters circled. Write the circled letters from the foods that are not crossed out on the lines below. Write the letters in the order they appear. Find the secret message!

Eat well! Be fit!

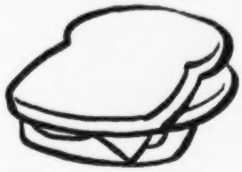
LETTER

Children's Nutrition

Date: ______________________

Dear Family:

Students are now studying nutrition in health class. They are learning about basic food groups, combination foods and a category called "Others" foods.



Combination foods are mixed dishes that combine foods from different food groups. They include soups, sandwiches, casseroles and stews.

Foods that are low in nutrients and high in sugar and/or fat belong in the Others category. These foods should be eaten only occasionally, as they do not contribute to good health.

Dietitians suggest that our daily food choices should include many complex carbohydrates—fruits, vegetables and whole grains—and limited amounts of foods high in fat and cholesterol, such as bacon or egg yolks. Of course, every family's food choices will be different.

In class, we emphasize the importance of eating a ***variety*** of healthy foods. Eating a variety of foods from different food groups helps ensure that growing children get the nutrients they need.

We also discourage the choice of too many foods from the Others category, because filling up on these foods won't leave room for the healthy foods bodies need to grow. Students will have an opportunity to taste some healthy snacks in class and will be asked to plan their own healthy snacks for a week.

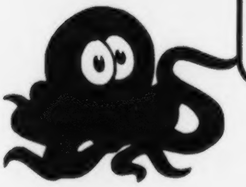
Sincerely,

____

LESSON

14

A Healthy Meal



Objective

Students will be able to identify healthy meals.

Time

One class period.

Overview

This lesson continues the theme of good nutrition. Students identify foods by the food group each belongs to and choose healthy meals.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:
✓ **Healthy Food** transparency or poster, from Lesson 13 (optional).
✓ **Decide for Health** an *Actions for Health* poster.
✓ Art supplies (crayons or markers) for students.

COPY:
✓ **Breakfast Is Served** worksheet, one for each student.
✓ **What's for Lunch?** worksheet, one for each student.

REVIEW:
✓ **Breakfast Is Served** ***Key.***
✓ **What's for Lunch?** ***Key.***

Procedure

■ Tell students that different types of foods help the body stay healthy in different ways. Stress that we need to eat a variety of foods to get all the nutrients our bodies need to stay healthy. Explain that one way to eat a variety of foods is to eat combination foods.

Tell students that combination foods combine different types of foods. Give students examples of some combination foods (casseroles, pizza, sandwiches). Ask students what combination foods they eat. Accept all reasonable responses.

Ask students the following riddles. Make up more of your own, if you like.

- I'm thinking of a combination food made of noodles and cheddar cheese. What is it? (macaroni and cheese) What types of food does it contain? (grains, milk products)

- I'm thinking of a combination food made of ground beef, cheese, shredded lettuce, tomato and a tortilla. What is it? (beef taco) What types of food does it contain? (meat, milk products, vegetables, grains)

Emphasize that combination foods combine the food groups discussed earlier—meat, milk products, fruits, vegetables, and grains and cereals. You may want to review the **Healthy Food** transparency or poster.

■ Write OTHERS on the board. Tell students that foods that don't have many nutrients are in the Others category. Explain that Others foods aren't really a food group, because they are not foods we need to stay healthy. Add that these foods aren't necessarily bad; they just don't have many nutrients to help us stay healthy.

Explain that it's important not to fill up on these foods because then we may not eat enough of the foods we need to help us stay healthy. They're OK to eat occasionally, but not all the time.

■ Show students the **Decide for Health** poster and review the steps.

Suggest that Step 1 is easy. Most people know what decision must be made about eating when they're hungry or it's time for breakfast, lunch or dinner.

Step 2 is usually easy, too. Your choices of what to eat depend on what's available where you are. If you're at home, where will your food choices be? (in the refrigerator, freezer or cupboard) If you're in the school cafeteria, where will you see your choices? (on the menu board or as you walk through the cafeteria line)

Step 3, *Think about the consequences of each choice,* is a little harder. You can't always know what the consequences of eating a particular food are. But one thing you can do is identify whether you're eating a healthy meal. A healthy meal includes a variety of healthy foods.

■ Point out that Step 4 is *Make the decision*. Distribute the **Breakfast Is**

Served worksheet. Tell students they can use this worksheet to practice making decisions about foods. Divide the class into small groups. Tell students to work with their groups to answer the questions below each meal. Then tell students to color the meal that they think would do the most to help the body stay healthy.

- Distribute the **What's for Lunch?** worksheet. Have students complete this worksheet individually or in small groups. Tell students to answer the two questions under each of the four lunches on the worksheet. Tell them to color the lunch they feel does the most to help the body stay healthy.

Evaluation

Evaluate student's responses on the **Breakfast Is Served** and **What's for Lunch?** worksheets for their ability to choose foods that help the body stay healthy.

Follow-Up/Extension

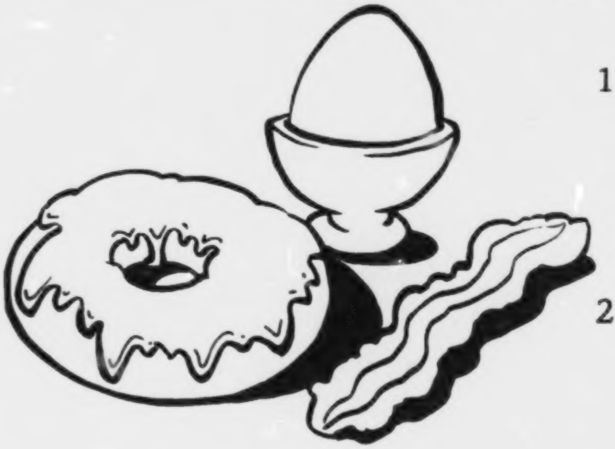
Have students cut pictures of foods out of old magazines to paste on a poster to show healthy meal choices, following the guidelines introduced in this lesson.

Have students create oversized tempera paintings of healthy foods. Cut the foods out and hang them in the classroom.

Name ____

Breakfast Is Served

Directions: Answer the two questions about each breakfast. Then color the breakfast you think will do the most to help the body stay healthy. Remember, Others foods are not a healthy food group.



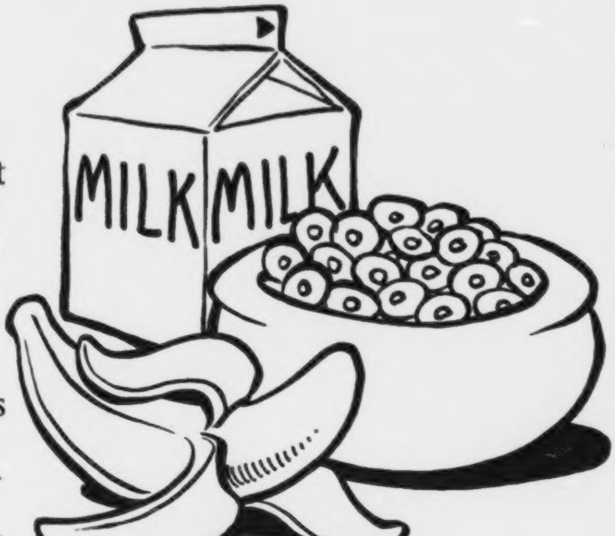
(Foods: egg, bacon, doughnut)

1. Does this meal have foods from at least three healthy food groups?

   ____

2. How many foods from the Others group are in this meal? ________

   Are there two or fewer? ________



(Foods: milk, cereal, banana)

1. Does this meal have foods from at least three healthy food groups?

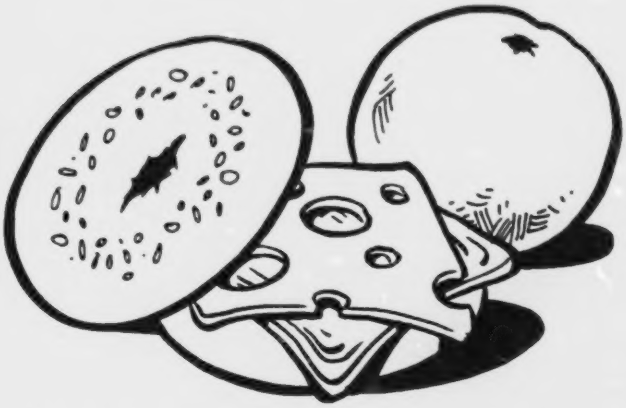
   ____

2. How many foods from the Others group are in this meal? ______

   Are there two or fewer? ______

Name ____

Breakfast Is Served (continued)



(Foods: bagel with cheese and meat, orange)

1. Does this meal have foods from at least three healthy food groups?

   ____

2. How many foods from the Others group are in this meal? _______

   Are there two or fewer? _______

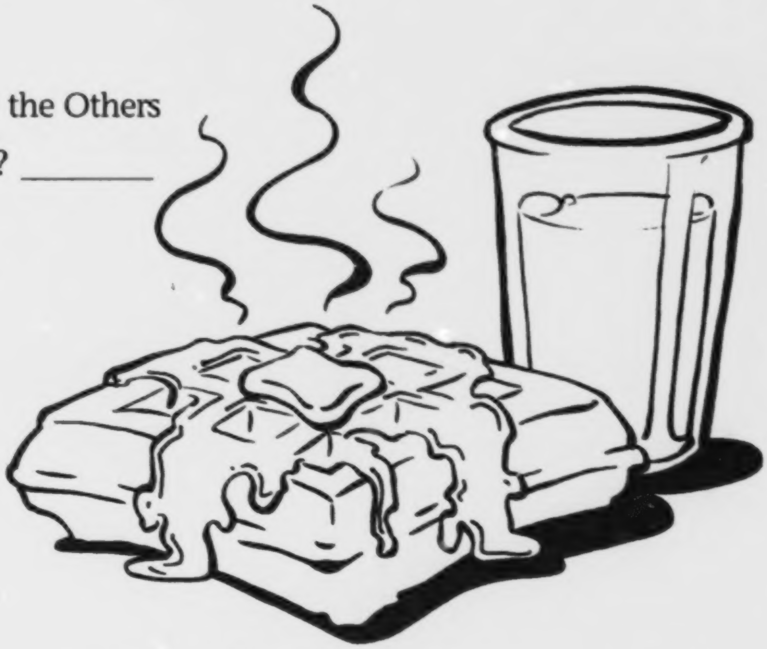
1. Does this meal have foods from at least three healthy food groups?

   ____

2. How many foods from the Others group are in this meal? _______

   Are there two or fewer?

   ____



(Foods: waffle with butter and syrup, milk)

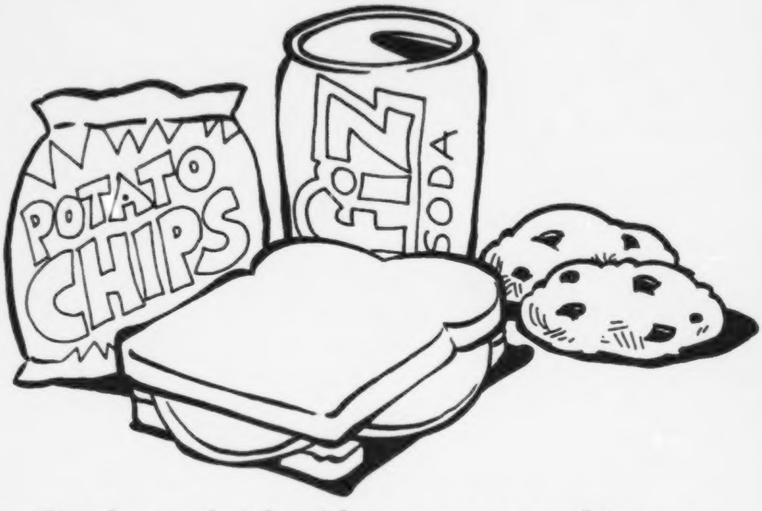
Name ______________________________

What's for Lunch?

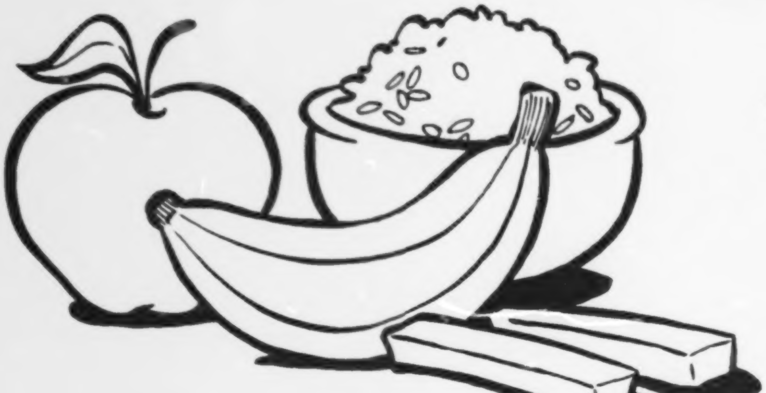
Directions: Answer the two questions about each lunch. Then color the lunch you think will do the most to help the body stay healthy. Remember, Others foods are not a healthy food group.

1. Does this meal have foods from at least three healthy food groups? __________

2. How many foods from the Others group are in this meal? ______________ Are there two or fewer? __________



(Foods: sandwich with meat, potato chips, soda, cookies)



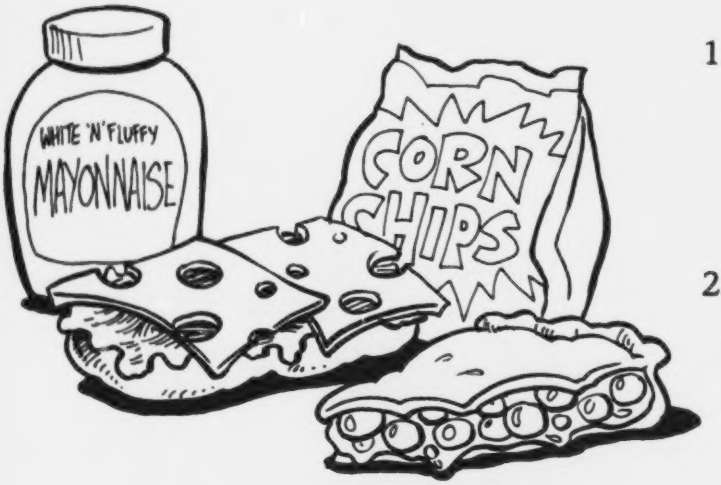
1. Does this meal have foods from at least three healthy food groups? ______________

(Foods: rice, banana, apple, cheese)

2. How many foods from the Others group are in this meal? ____________ Are there two or fewer? __________

Name ____

What's for Lunch? (continued)


WHITE 'N' FLUFFY
MAYONNAISE
CORN CHIPS

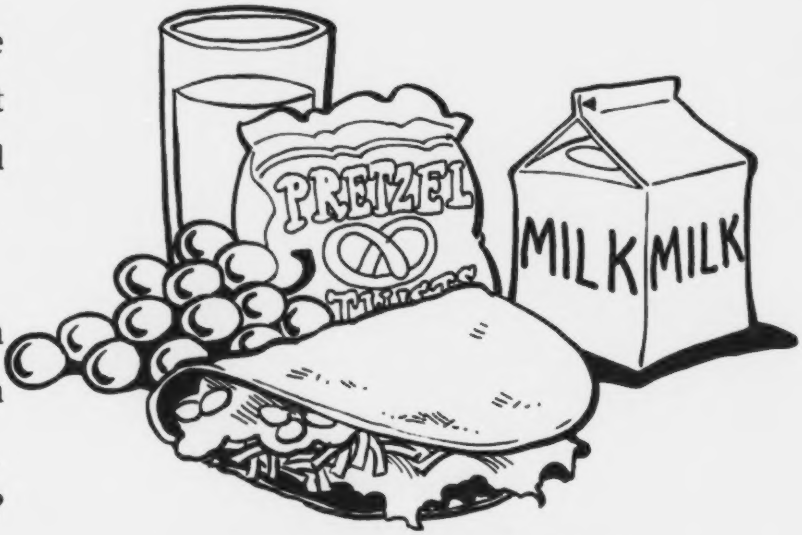
1. Does this meal have foods from at least three healthy food groups? __________

2. How many foods from the Others group are in this meal? ______
   Are there two or fewer? ______

(Foods: sandwich with mayonnaise and cheese, corn chips, pie)

1. Does this meal have foods from at least three healthy food groups? __________

2. How many foods from the Others group are in this meal? __________
   Are there two or fewer? __________


PRETZEL
TWISTS
MILK
MILK

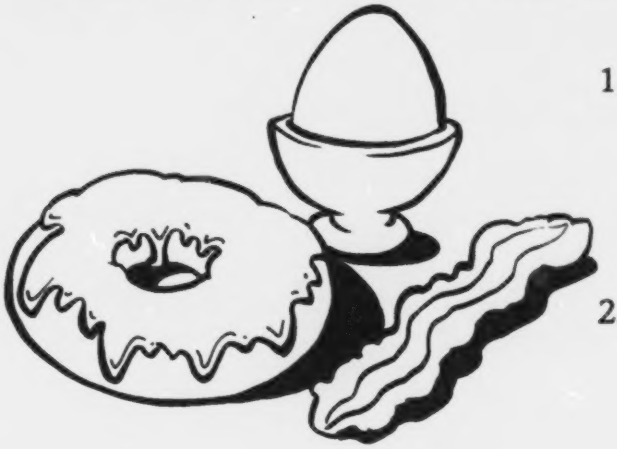
(Foods: taco with cheese and beans, grapes, milk, pretzels)

TEACHER

Breakfast Is Served

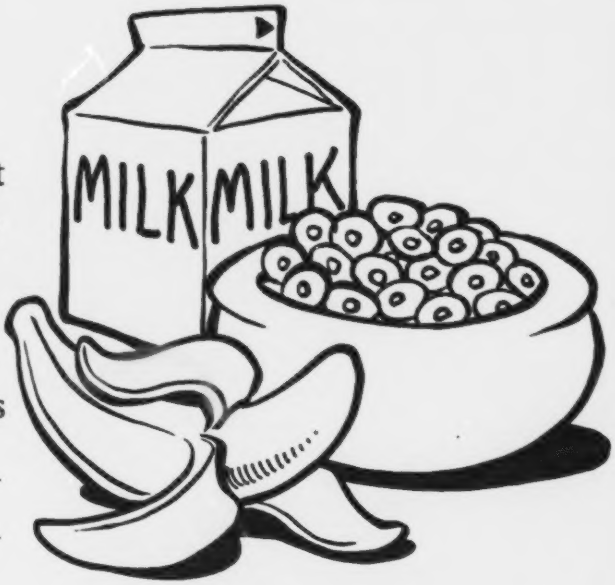
Key

Directions: Answer the two questions about each breakfast. Then color the breakfast you think will do the most to help the body stay healthy. Remember, Others foods are not a healthy food group.



(Foods: egg, bacon, doughnut)

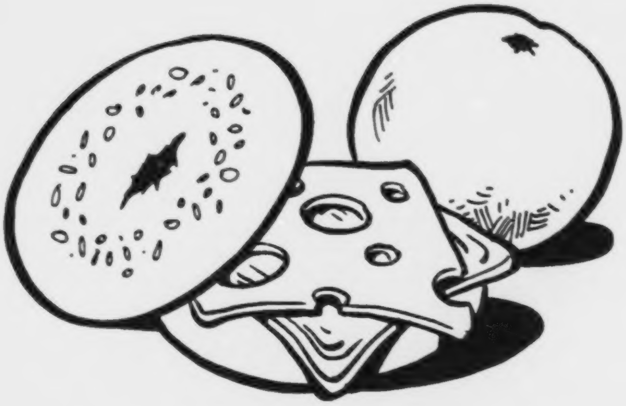
1. Does this meal have foods from at least three healthy food groups? ***No (only meats)***
2. How many foods from the Others group are in this meal? ***1 (doughnut)***
   Are there two or fewer? ***Yes***
   (Note that doughnuts and bacon are both high in fat)



(Foods: milk, cereal, banana)

1. Does this meal have foods from at least three healthy food groups? ***Yes (milk products, grains and cereals, fruits)***
2. How many foods from the Others group are in this meal? ***0***
   Are there two or fewer? ***Yes***

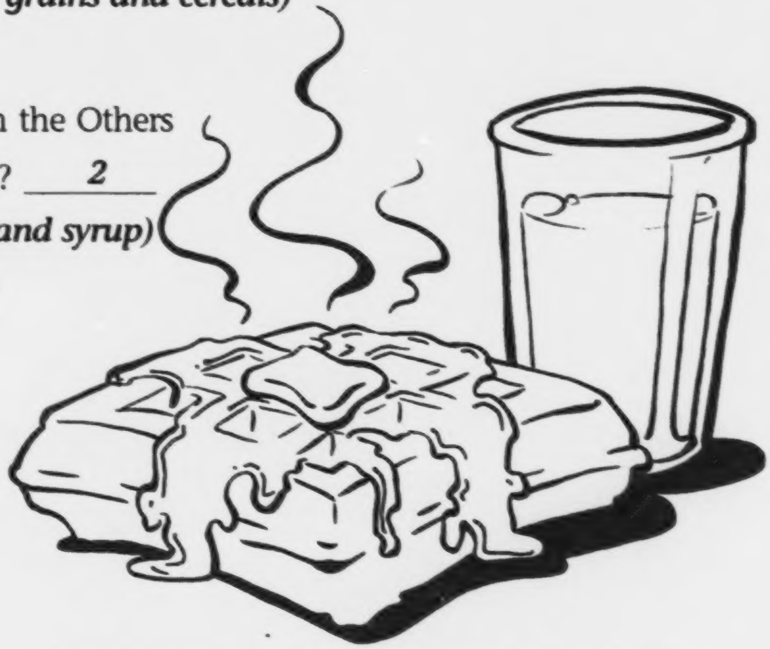
Breakfast Is Served Key (continued)



(Foods: bagel with cheese and meat, orange)

1. Does this meal have foods from at least three healthy food groups? ***Yes (grains and cereals, milk products, meats, fruits)***
2. How many foods from the Others group are in this meal? ***0***
   Are there two or fewer? ***Yes***

1. Does this meal have foods from at least three healthy food groups?
   No (milk products, grains and cereals)
2. How many foods from the Others group are in this meal? ***2*** ***(butter and syrup)***
   Are there two or fewer?
   Yes



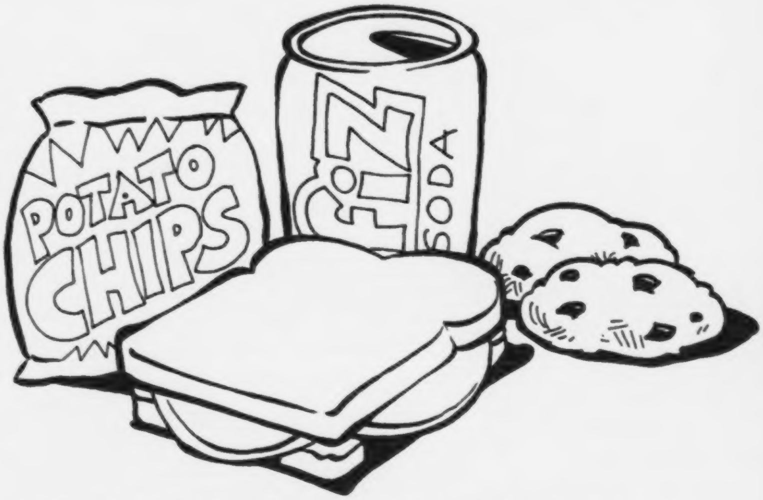
(Foods: waffle with butter and syrup, milk)

TEACHER

What's for Lunch?

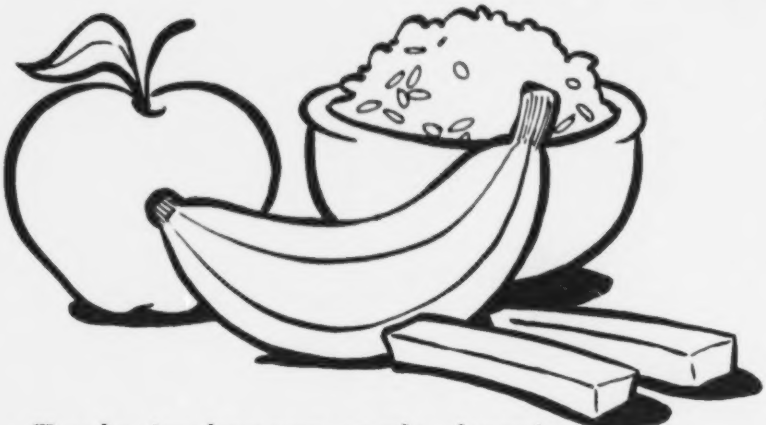
Key

Directions: Answer the two questions about each lunch. Then color the lunch you think will do the most to help the body stay healthy. Remember, Others foods are not a healthy food group.



1. Does this meal have foods from at least three healthy food groups? ***No (grains and cereals, meat)***
2. How many foods from the Others group are in this meal? ***3***
   Are there two or fewer? ***No***

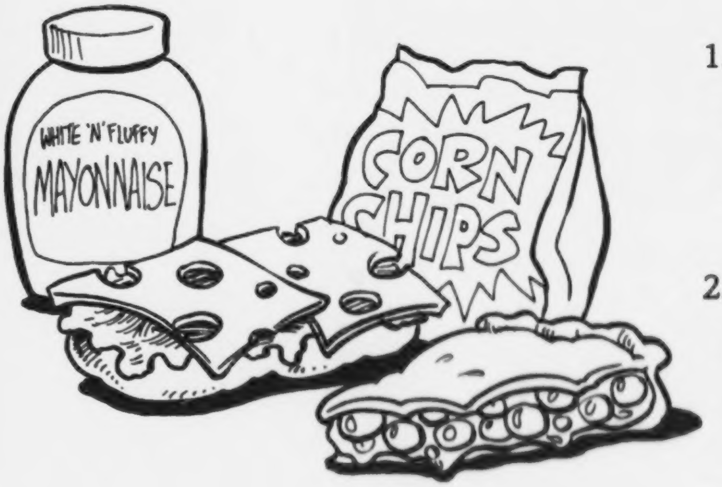
(Foods: sandwich with meat, potato chips, soda, cookies)



(Foods: rice, banana, apple, cheese)

1. Does this meal have foods from at least three healthy food groups? ***Yes (fruits, vegetables, milk products, grains and cereals)***
2. How many foods from the Others group are in this meal? ***0***
   Are there two or fewer? ***Yes***

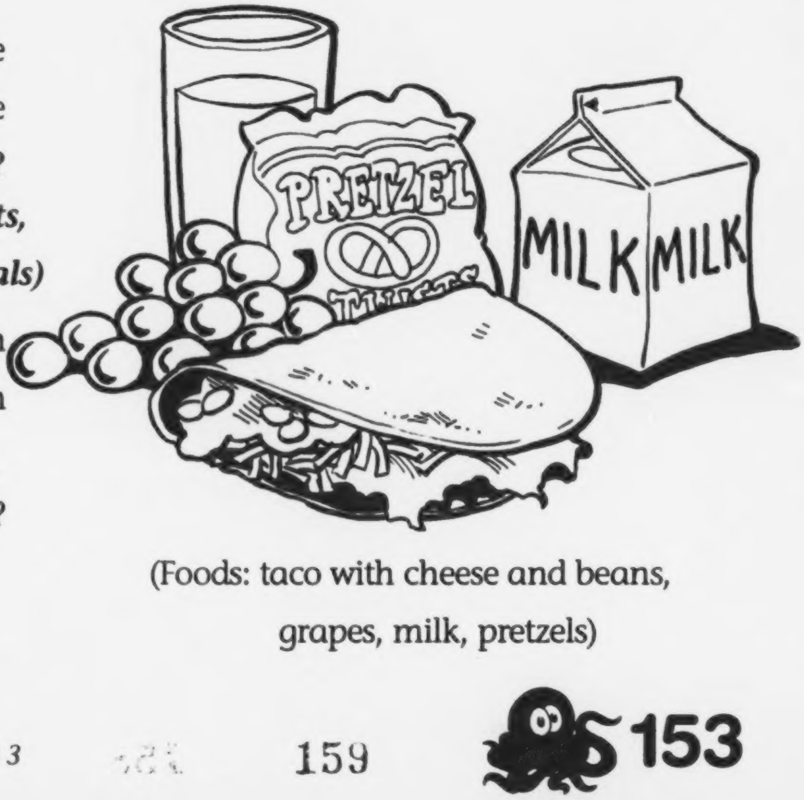
What's for Lunch? Key (continued)



1. Does this meal have foods from at least three healthy food groups? ***No (milk products, grains and cereals)***
2. How many foods from the Others group are in this meal? ***3***
   Are there two or fewer? ***No***
   (mayonnaise, corn chips, pie)

(Foods: sandwich with mayonnaise and cheese, corn chips, pie)

1. Does this meal have foods from at least three healthy food groups? ***Yes (milk products, fruits, meat, grains and cereals)***
2. How many foods from the Others group are in this meal? ***1***
   Are there two or fewer? ***Yes***

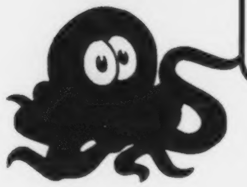


(Foods: taco with cheese and beans, grapes, milk, pretzels)

LESSON

15

A Healthy Snack



Objective

Students will be able to identify healthy snacks.

Time

One class period.

Overview

Particularly for children, snacking is an area full of unhealthy temptations. Heavily advertised snacks like sodas, chips and candy clearly fall into the Others category—high in fat, sugar and salt, and low in nutrition.

The discussion and activities in this lesson focus on smart snacks that help us stay healthy. Students have a Snack Tasting Party that gives them a chance to sample some healthy snacks. They then use a worksheet to plan a snack menu for one week.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:
✓ Art supplies (crayons or markers) for students.
✓ **Healthy Food** transparency or poster, from Lesson 13 (optional).
✓ Foods for the tasting party.
✓ Napkins, cups, knives, spoons, as needed.

COPY:
✓ **Snacks** worksheet, one for each student.
✓ **Snacks for a Week** worksheet, one for each student.

REVIEW:
✓ Snacks *Key*.
✓ Tasting Party *Teacher Background Information.*

Procedure

■ Survey the students on their snacking habits by asking the following questions:

- How many of you eat snacks?
- How many eat a snack after school?
- How many eat a snack at bedtime?

Ask students to define *snacks*. Help students generalize that snacks are little meals. Many people think snacks are bad for your health, but that's not necessarily true. If you make smart food choices, snacks can help you grow, have energy and stay healthy.

Discuss ways parents influence snack choices. For example, what children choose often depends on what foods are available in their homes. You can't snack on strawberry yogurt if there isn't any in the refrigerator.

Then discuss what influences students to make a particular snack choice. Point out that one reason people pick certain snacks is because they like their taste. Another reason is that a snack is convenient—you don't have to cook it or prepare it. Still another reason could be that you know the snack helps you stay healthy.

■ Write the following guideline on the chalkboard: GUIDELINE FOR SMART SNACKING: CHOOSE A FOOD THAT HELPS THE BODY STAY HEALTHY.

Ask students what foods are often advertised on television as snack foods. Write several responses on the board. Use the guideline to identify whether these foods are smart snacks, i.e., are they healthy and nutritious foods or are they Others category foods?

Emphasize to students that foods like chips and soft drinks are not necessarily bad foods. But they are not smart snacks. Why not? (They do not help the body stay healthy.)

■ Distribute the **Snacks** worksheet. Help students identify the foods. Tell them to color all the foods on the worksheet that help the body stay healthy. Remind students that the types of foods that help keep the body healthy are meat, milk products, fruits, vegetables, grains and cereals, and combination foods. (You may want to review the **Healthy Food** transparency or poster.)

Tell students to draw an *X* through the foods that aren't healthy snacks. Remind students that these foods belong to the Others category. When students have completed the worksheet, review it with the class and answer any questions.

■ Have a Snack Tasting Party. Select two or three of the foods listed in the **Tasting Party** ***Teacher Background Information*** and offer tastes of each food to students. A taste might be a tablespoon, an ounce, a quarter slice of bread, or some other small amount of food.

Ask students why each of these foods would be a smart snack. Have students identify what food group each food they taste belongs to. After students have tasted foods, survey them to see how many liked each item and how many didn't.

- Distribute the **Snacks for a Week** worksheet. Review the directions with students. Tell them to write the guideline or rule they learned for picking snacks in the box.

Then tell students to write in a different snack that they might eat each day, Monday through Friday, after school. Remind students that each snack must meet the Guideline for Smart Snacking.

Evaluation

Review students' work on the **Snacks for a Week** worksheet to assess their ability to identify healthy snacks.

Follow-Up/Extension

Have students create bar charts to show results of the survey taken after they tasted the new foods during the Snack Tasting Party, e.g., How many students liked each new food? How many students did not like each food?

Have students create menus for, or draw a picture of, their own Smart Snack Bar. Remind them to feature nutritious foods that help the body stay healthy. Also ask them to include the Guideline for Smart Snacking somewhere on their menu or picture.

TEACHER

Tasting Party

Teacher Background Information

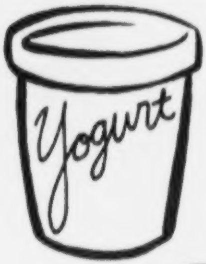
For the tasting party, feature two or three nutrient-rich foods or combination foods. You might include some of the following foods:

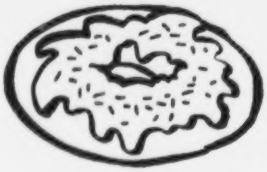
- trail mix
- popcorn (without butter and salt)
- nuts
- sunflower seeds
- crackers and peanut butter
- fresh vegetables such as cucumbers, tomatoes, carrots, green pepper
- salsa (for dipping vegetables)
- yogurt
- fresh fruit
- party rye with a thin slice of lowfat cheese
- graham crackers
- bran or English muffin
- rice cakes

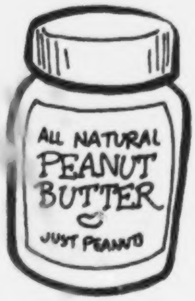
Name ____

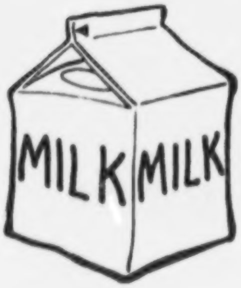
Snacks

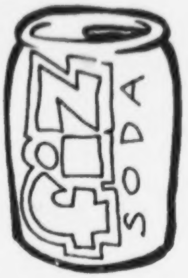
Directions: Color the foods that are healthy snacks. Draw an **X** through the Others foods—foods that don't help the body stay healthy.

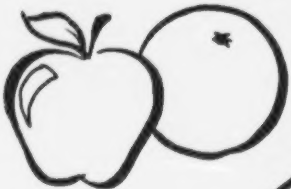


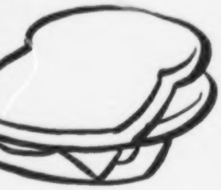


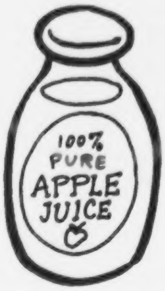

ALL NATURAL
PEANUT BUTTER
JUST PEANUTS

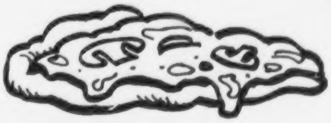


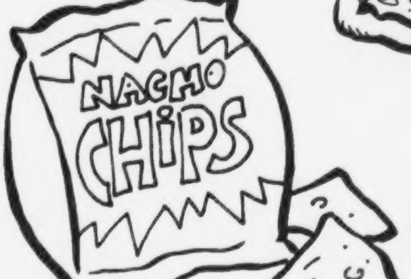


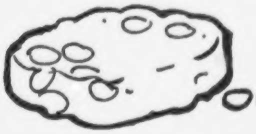


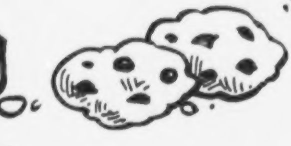


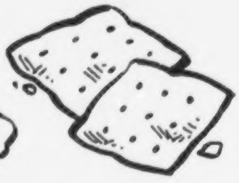

100% PURE
APPLE JUICE

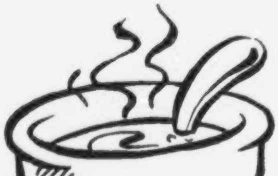


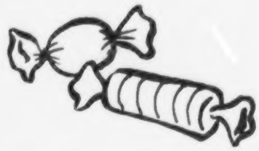

NACHO CHIPS

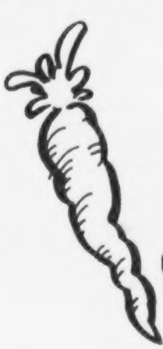


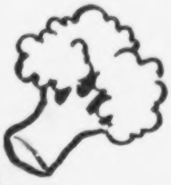


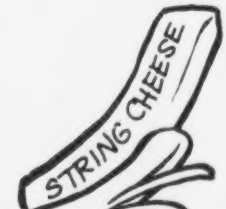










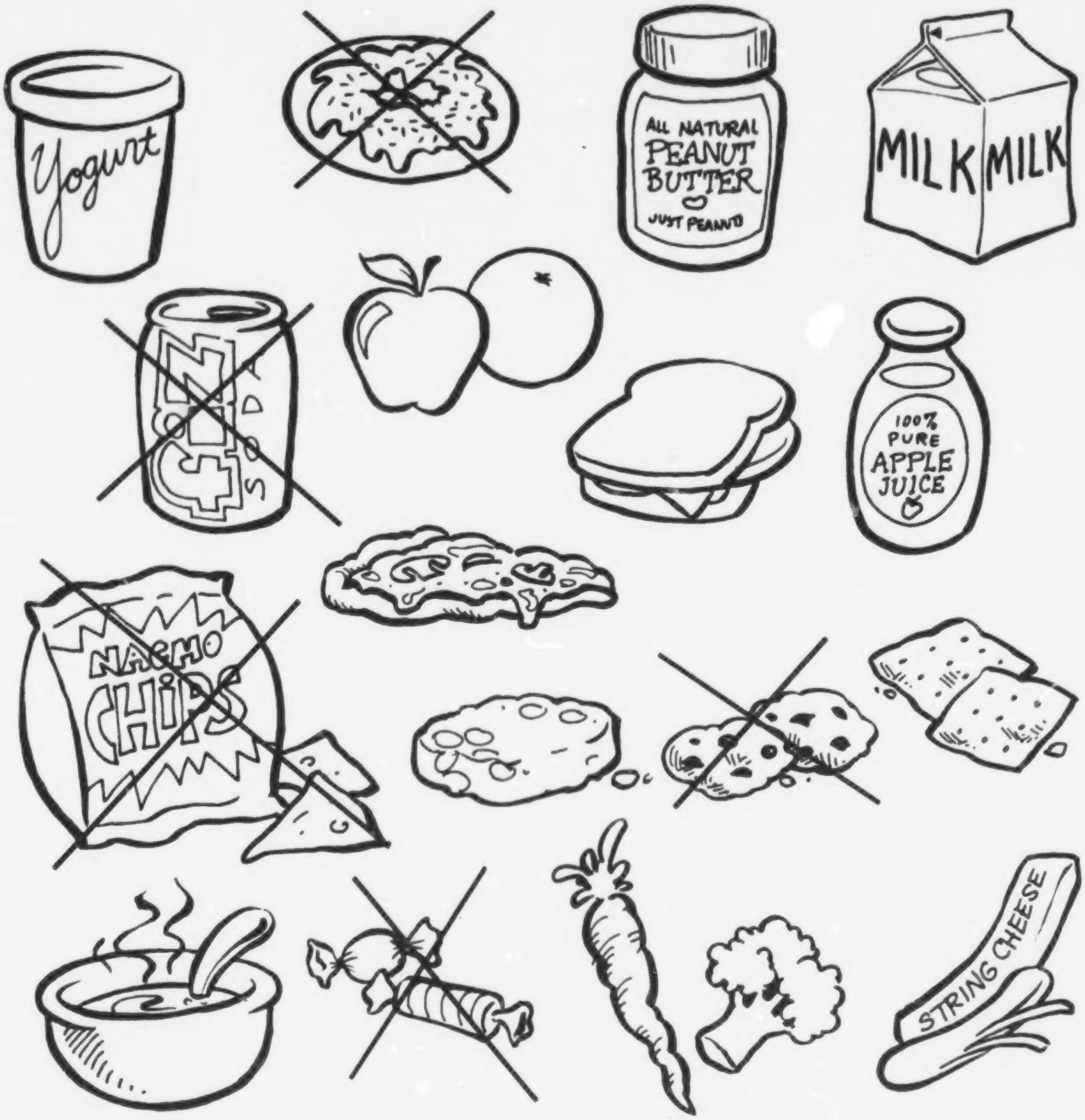

STRING CHEESE

TEACHER

Snacks

Key

Directions: Color the foods that are healthy snacks. Draw an **X** through the Others foods—foods that don't help the body stay healthy.


Yogurt
ALL NATURAL
PEANUT BUTTER
JUST PEANUTS
MILK
MILK
SODA
100% PURE
APPLE JUICE
NACHO CHIPS
STRING CHEESE

Name ______________________________

Snacks for a Week

Directions: Write the guideline you've learned for smart snacking in the box. Then fill in an after-school snack for Monday through Friday. Choose a different snack for each day. Be sure each snack meets the Guideline for Smart Snacking.

Guideline for Smart Snacking

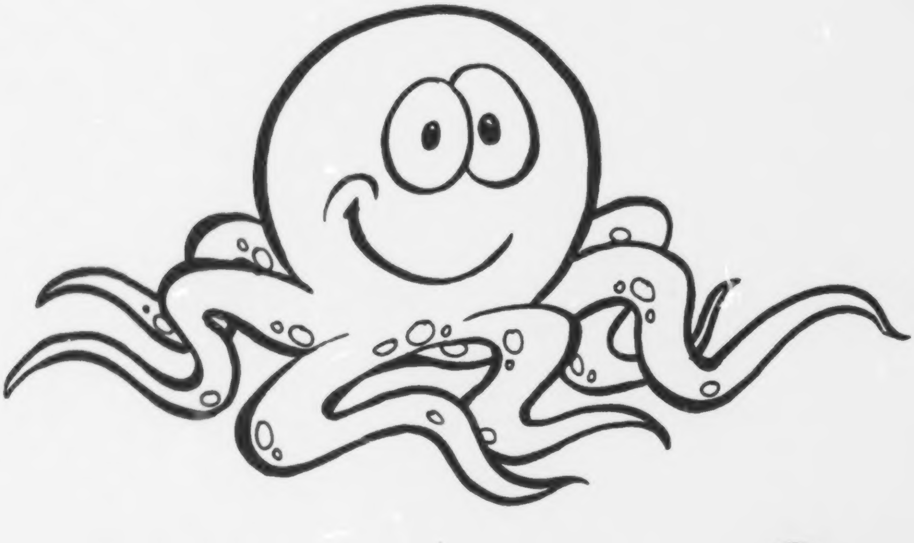
____

____

____

____

Monday ______________________________
Tuesday ______________________________
Wednesday ______________________________
Thursday ______________________________
Friday ______________________________



LESSON

16

Choices That Help You Stay Healthy

Objectives

Students will be able to describe ways to improve health and fitness.

Students will be able to describe ways to avoid getting sick.

Time

Two class periods.

Overview

Even with the best health habits, we sometimes get sick. This lesson helps students to better understand sickness—how we get sick and what we can do to prevent it. A roleplay exercise allows students to act out important facts about staying healthy. Class discussion and another roleplay teach students about diseases and vaccines and how germs are passed from person to person. A worksheet asks students to list things they can do to stay fit and keep themselves from getting sick.

Integration

Language art, science.

Teacher Materials and Preparation

COPY:

✓ **Staying Healthy** worksheet, one for each student.

PREPARE:

✓ Two signs. One that reads *Good Health & Fitness* and one that reads *Poor Health*. Post them on opposite sides of the room.

✓ Eight signs with a piece of ribbon or yarn attached so the sign can hang comfortably around a student's neck. Signs will read:

- *Third Grader*
- *Eating Well*
- *Getting Exercise*
- *Getting Enough Rest*
- *Sickness*
- *Vaccines*
- *Keeping Clean*
- *Avoiding People Who Are Sick*

REVIEW

✓ **Where Are the Germs?** roleplay.

Procedure

■ Remind students of the fable **A Trip to the Fair** from Lesson 10. Review the three things that help you stay fit—eating well, exercising and resting. Explain that these three habits will help students move toward good health.

Ask for eight volunteers. Give each volunteer a sign to hang around his or her neck. Have the signs for *Third Grader, Eating Well, Getting Exercise, Getting Enough Rest* and *Sickness* face out so the class can read them. Have the signs for *Vaccines, Keeping Clean* and *Avoiding People Who Are Sick* face in so the names can't be seen by the class. Explain that today students will demonstrate not only how to stay healthy but also how not to get sick.

■ Have the students with the signs for *Third Grader, Eating Well, Getting Exercise* and *Getting Enough Rest* go over to the side of the room with the *Poor Health* sign. Ask the students with the *Eating Well, Getting Exercise* and *Getting Enough Rest* signs to link up with the student who has the *Third Grader* sign.

Tell the four students to move toward the sign that reads *Good Health & Fitness*. Ask the class what this means. (Eating well, getting enough exercise and enough rest help you move toward better health and fitness.)

When the four students are about halfway across the room, ask the student wearing the *Sickness* sign to step into the path of the Third Grader. You might say something such as:

While eating well, getting enough rest and getting enough exercise help you move toward good health, every so often sickness crosses your path. Sometimes sickness stops you from getting to good health. Sometimes sickness can move you back toward poor health.

Have the student with the *Sickness* sign gently walk toward the student with the *Third Grader* sign and force the Third Grader to walk backward a little. Then ask:

Is there anything the third grader can do? Yes, there is.

Have the other three students with the hidden signs come out and make a circle around Sickness. Say:

There are three things you can do to help prevent yourself from getting sick. Does anyone know what one of these three things is?

Let students offer guesses. If anyone guesses a correct answer, write it on the board and have the student with that sign turn it right side up. If students cannot guess, identify the three things and say:

Getting immunizations (shots of vaccines), keeping clean and staying away from people who have certain contagious diseases are three health habits you can practice to keep yourself from getting sick. If you do one or two of these things, it will help you prevent sickness. But if you do all three, you have the best chance of staying healthy.

I want these three health habits to make a circle and capture Sickness. I want you to move Sickness out of the path of our Third Grader so he/she can continue to move toward good health.

Have the Third Grader and Eating Well, Getting Exercise and Getting Enough Rest continue walking until they reach the *Good Health & Fitness* sign. Thank the students for their help in the roleplay and have them take their seats.

■ Explain that some diseases are caused by germs. Write the word MICROORGANISMS on the board. Tell students that *microorganisms* is another word for germs. Explain that microorganisms (germs) are very tiny particles that can only be seen with special equipment, such as microscopes.

Ask students to name some diseases that are caused by germs (flu, chickenpox, measles, cold). Survey the class to see how many students have had any of these diseases. Write the word CONTAGIOUS on the board. Tell students that a contagious disease is one you can catch from someone else. Flu, chickenpox, measles and colds are all contagious diseases.

Write the word VACCINES on the board. Explain that vaccines are protective shots. You get them to protect you from getting a disease. Explain to students how they work.

Tell them that when you catch a disease, your body starts making special disease-fighting cells to kill the disease cells. It's as though a big fight is going on inside you. When you get a lot of germs—more than your body can fight all at once—then you get sick.

With a vaccine, your body usually gets a tiny dose of a disease. The vaccine makes your body thinks it's getting sick, so your body starts making special disease-fighting cells to kill the germs. But there is only a small number of germs to kill, so there are a lot of these special disease-fighting cells left over. Now if you get that germ in your body, the disease-fighting cells are waiting to pounce on the germ.

Discuss with students that sometimes vaccines (if given by injection) may hurt. Tell students it is OK to be afraid of getting a shot. But explain that even though shots hurt for a while when you get them, they help you avoid getting sick, and getting sick would hurt much more.

■ Write the words KEEPING CLEAN on the board. Explain that microorganisms are always on your body. Some of these tiny particles are good, but some are germs that cause disease.

Have students run their fingers along their skin. Explain that the skin is a special covering that keeps germs out. Has anyone ever had a cut that got infected? What does that mean? (Germs got into the body.)

Ask students what they should do if they get a cut. (Keep it clean by washing the cut with soap and water and putting a bandage on it.) Why? (to keep germs out)

Germs live on the skin and in the body. But they also live for a while on tables, tissues, paper and all kinds of things.

■ Select four volunteers to participate in the **Where Are the Germs?** roleplay. Have the volunteers portray each action you describe. Ask the rest of the class to follow those germs. After you give each direction, ask the class, "Where are the germs now?"

Point out to students that when you touch a spot where germs are, not all of the germs leave the spot and get on your hand. Some of the germs stay there and others get on your hand. This is how germs spread.

Trace the route of the germs from one student to the next. Ask, "Could anyone have stopped the spread of the germs? How?" (Anyone could have stopped the germs by washing his or her hands.)

Spend some time talking about when you should wash your hands (before you eat; after you use the bathroom; after you've been doing an activity where you've gotten dirty; if you've touched anything that someone who is sick has touched).

Finally, explain that some diseases, such as allergies, cancer, diabetes and heart disease, are not contagious. But many diseases are contagious (colds, flu, chicken pox). These diseases spread from person to person. If someone you know has one of these contagious diseases, one way to keep from getting sick is not to get too close.

Explain that as the roleplay showed, some germs spread on objects. So even if you don't touch a sick person, you could get sick by touching something he or she touched.

Have the class generate a list of dos and don'ts to avoid getting sick when someone else is sick. For example: Don't drink from the same glass. Wipe off the telephone handle before touching it. Explain that these behaviors can help students avoiding getting colds and other diseases such as chicken pox.

■ Tell students that not all contagious diseases are spread this way (by contact). Some germs live only inside our bodies. These germs cannot be passed from one person to another by touching the sick person or by touching something the sick person touched or by breathing air near the sick person. These inside germs are harder to catch.

Explain that the germ that causes HIV/AIDS is an inside germ. No one can get HIV/AIDS just by touching a person who has it. The only way this germ can get inside someone's body is through blood or other body fluids. Mothers who have HIV can give it to their babies when they're born. Other people won't get HIV/AIDS if they don't have sex or use drugs or needles with someone who has HIV/AIDS.

Note: Teaching about HIV/AIDS is usually framed by district guidelines. Be sure to follow your local guidelines when teaching about HIV/AIDS. For more information on teaching young children about HIV/AIDS, see *"Does AIDS Hurt?" Educating Young Children About AIDS* and *Germ Smart: Children's Activities in Disease Prevention*, both available from ETR Associates.

- Tell students that sometimes animals can spread diseases, too. Rabies is a disease spread by animals. Explain that animals that are pets usually get a vaccination (a shot of vaccine) to protect them from the disease, just as children get vaccinations to protect them from certain diseases.

However, wild animals don't get this protection, and people can get rabies if a wild animal bites them. Explain that this is why children shouldn't pet wild animals such as squirrels or rats.

Note: Animals can also carry fleas and ticks that spread diseases such as bubonic plague, Lyme disease and Rocky Mountain spotted fever. Depending on the area where you live, you may want to discuss these dangers, too.

- Distribute the **Staying Healthy** worksheet, and have students complete it.

Evaluation

Review students' responses on the **Staying Healthy** worksheet for their ability to describe ways to improve health and avoid sickness.

Home/Family Involvement

Have students write letters to their families about their goals to improve health habits (from the **Staying Healthy** worksheet). Suggest that students talk with their families about how family members can help them meet their goals.

Follow-Up/Extension

Have each student decide on a health habit she or he wants to improve.

Students might select something discussed in this unit, such as:

- getting more exercise
- getting enough rest
- eating healthy foods for snacks
- brushing teeth twice a day
- washing hands more often

Tell students to make a chart for one week. Every day that they practice their new habit they can put an *X* or a star in the box for that day. Each morning during the week, ask students how they've been doing on their habit. At the end of the week, help students evaluate their progress.

Suggested Resources

Does AIDS Hurt? Educating Young Children About AIDS. M. Quackenbush and S. Villarreal. Santa Cruz, CA: ETR Associates. This excellent book provides the practical tools needed to discuss HIV/AIDS in a simple, age-appropriate manner.

Germs Away! An Activity Poster. Santa Cruz, CA: ETR Associates. This poster on how germs are spread includes a star chart to encourage children to wash their hands.

Germ Smart: Children's Activities in Disease Prevention. J. K. Scheer. Santa Cruz, CA: ETR Associates. Activities help children understand basic disease prevention.

I Don't Feel Good: A Guide to Childhood Complaints and Diseases. J. W. Lammers. Santa Cruz, CA: ETR Associates. This practical handbook offers skills and information related to the care and prevention of common childhood illnesses.

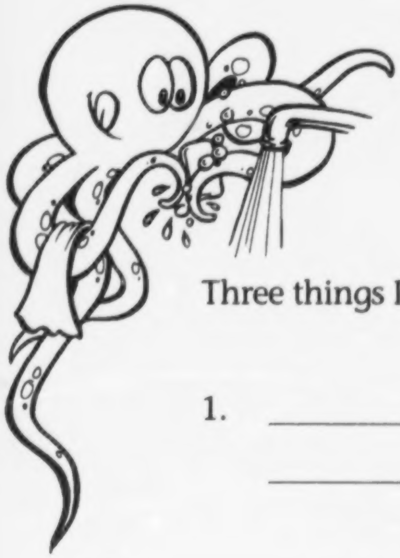
Talking with Your Child About AIDS. Santa Cruz, CA: ETR Associates. This easy-to-read pamphlet provides basic guidelines to follow when talking with children and specific information related to AIDS.

TEACHER

Where Are the Germs?

- Tell Volunteer 1 to pretend to sneeze onto her or his hand.
- Then have Volunteer 1 place that hand on Volunteer 2's desk.
- Tell Volunteer 2 to place his or her hand on the desk.
- Then have Volunteer 2 use that same hand to eat an apple.
- Have Volunteer 3 do a high-five with Volunteer 2.
- Then tell Volunteer 3 to bite the fingernails on the hand he or she used for the high-five.
- Tell Volunteer 4 to ask Volunteer 3 for a pencil.
- Have Volunteer 3 use the same hand used for the high-five to hand the pencil to Volunteer 4.

Name ____________________



Staying Healthy

Directions: Fill in these lists.

Three things I can do to help myself be more fit and more healthy:

1. ____________________

2. ____________________

3. ____________________

Three things I can do to help keep myself from getting sick:

1. ____________________

2. ____________________

3. ____________________

UNIT IV

Decisions About Personal Safety

LESSON

17

A Safe Kitchen

Objective

Students will be able to identify three safety rules for working in the kitchen.

Students will be able to demonstrate the safe way to hold sharp objects used in the kitchen.

Time

One or two class periods.

Overview

Unit IV: Decisions About Personal Safety begins with a lesson on kitchen safety. Kitchens are loaded with potential hazards that adults, who know how to avoid them, may overlook. This lesson teaches students basic rules of kitchen safety.

In class discussion, students identify things that are found in a kitchen and consider ways these things can be dangerous if used incorrectly. Students practice using sharp objects like knives and skewers safely. They then complete a worksheet on safety hazards in the kitchen.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:

- ✓ Access to soap and water (for hand washing).
- ✓ Three or four different fruits for fruit kabobs. Wash the fruit beforehand. Use the following portions as guidelines:
  - One apple, pear, orange or banana should serve four students. (Can be cut into eight pieces with two pieces for each skewer.)
  - One strawberry should serve one student. (Can be cut in half with two pieces on each skewer.)
  - One kiwi should serve four or five students.
  - Include any other fruits you wish.
- ✓ Knives, cutting boards and bowls for the cut fruit.
- ✓ Skewers or long toothpicks (one for each student).
- ✓ Paper napkins (one for each student).

COPY:

- ✓ **Is This Kitchen Safe?** worksheet, one for each student.

MAKE:

- ✓ Transparency or poster of **Rules for Kitchen Safety.**

PREPARE:

- ✓ Arrange for classroom helpers to assist with this lesson (optional).

REVIEW:
✓ Is This Kitchen Safe? *Example.*

Procedure

■ Ask students to close their eyes and picture the kitchen at their homes. Ask them to name things that are in the kitchen. Write responses on the board. Continue until students have named about fifteen items.

Then ask students if any of the listed items could be dangerous. Do their families have rules about how to use these items safely? Write any safety rules next to the items.

■ Circle all the appliances on the list. Ask students what these items have in common. Explain that these are appliances—machines that can help us do many jobs. Tell students appliances can be dangerous if used incorrectly.

If no one has mentioned it, explain that the stove is also an appliance. It cooks food, but it can be dangerous if used incorrectly. People can be burned by hot burners and pans. A stove can even start a fire if something on the stove gets too hot or something flammable, such as paper, gets too close to a burner.

Ask students to describe what some of the other appliances do, and how they could be dangerous. For example: A toaster makes toast. But a toaster could cause a fire if the cord is damaged or if something gets stuck in the toaster and starts burning.

Show students the **Rules for Kitchen Safety**. Tell students the first rule is about using appliances. Explain that before children use a kitchen appliance, they must first learn how to use it from someone who knows how to use it safely. Second, they must have permission to use it. Third, they should only use it when an adult is in the kitchen with them.

Explain that some families may decide their children are ready to use a kitchen appliance on their own, after the children have practiced using it under adult supervision. But emphasize that no one their age should use an appliance without an adult's permission.

■ Point out the rules about using sharp objects. Tell students that today they are going to make a healthy snack—fruit kabobs. Fruit kabobs are cut-up pieces of fruit placed on a long toothpick or wooden skewer.

Hold up the knife and skewer. Ask students what these two things have in common. (They're both sharp.) Ask what other things in the kitchen are sharp (potato peeler, scissors).

Demonstrate how children should hold any sharp item when walking with it. (Hold it by the handle and keep the point down.) Emphasize that they should never run with a knife or any sharp item.

Have students pretend that one of their pencils is a knife. Tell them to walk across the room and back to their seats in small groups, holding their "pencil knives" safely.

■ Point out the last rule about keeping clean. Discuss the importance of having clean hands when working with food. Ask students the following questions:

- What might happen if you touch foods with dirty hands? (Germs might get on the food.)
- Why is that a problem? (Germs can make you sick.)
- What should you do before working with food? (Wash your hands with soap and water.)
- What should you do if you need to cough or sneeze when working with food? (Cover your mouth with your hand and then wash your hands.)

■ Ask for four or five volunteers. Have volunteers wash their hands with soap and water. While volunteers are washing their hands, play a game with the rest of the class to identify the fruits that will be on the kabob. Give a clue and let one student guess. (This fruit is small and red.) Give a second clue and let another student guess. (It's shaped a little like a heart.) Continue until the fruit is identified (strawberry).

When volunteers have washed their hands, assign each of them to a work station. Have three students cut the fruit and one or two place the fruits on the skewer.

Demonstrate how to use the knife safely. Have each cutter practice cutting in front of you. Once you see that students know how to cut correctly, let them continue on their own.

Demonstrate how to place the fruit on the skewer. Let the students who will be doing it practice putting fruit on the skewer. Once they know how to do it, let them continue independently.

Note: Although students will be working independently, you will need to keep an eye on them throughout this activity. You are the best judge of what is appropriate for your students. If you are able to arrange adequate supervision, you may want to give all the students an opportunity to practice cutting fruit and/or threading the skewers.

- When kabobs are ready, have students help themselves to one. Remind the class to walk with the skewers pointing to the floor. Tell students to hold a napkin near the pointed end in case the fruit slips off the skewer.

- Distribute the **Is This Kitchen Safe?** worksheet. Divide the class into groups of two or three to discuss and complete the worksheet. Point out that the kitchen in the picture has many unsafe conditions. Tell students to discuss what rules would make the kitchen safer. Explain that they may make up new rules for kitchen safety, in addition to the ones they discussed earlier.

Tell students to write a rule for kitchen safety in each of the three blank boxes. Then they should draw a line between each rule and the object(s) in the kitchen to which the rule pertains.

Tell students that they may write a safety rule about something not in the picture if they draw the object in the picture. If time allows, have each group share with the class a safety rule they wrote for something not pictured on the worksheet.

Evaluation

Assess students' work in class for their ability to demonstrate the safe way to hold a sharp kitchen utensil. Evaluate students' responses on the **Is This Kitchen Safe?** worksheet for their ability to identify kitchen safety rules.

Home/Family Involvement

Invite a parent or other family member or an adult who works in food preparation to your classroom. Ask this person to explain what safety rules the company he or she works for has to protect the workers and the food.

Follow-Up/Extension

Take a tour of the school cafeteria. Ask the school food service manager or a school cook to explain what kind of safety rules are followed in the school kitchen.

Bring one or more appliances into the classroom (e.g., blender, food processor, toaster oven, waffle maker, ice cream maker). Have students watch carefully as you demonstrate how the appliance works. Discuss how to run the appliance safely. Help students identify potential dangers with the appliance. Then let them sample the food you've made with the appliance.

TEACHER

Rules for Kitchen Safety

Using a Kitchen Appliance

Use a kitchen appliance only if:

- an adult teaches you how to use it
- an adult gives you permission to use it
- an adult is in the kitchen with you

Using Sharp Objects

- Walk, don't run, when you carry sharp things like scissors, knives or skewers.
- Be sure the point points at the floor.

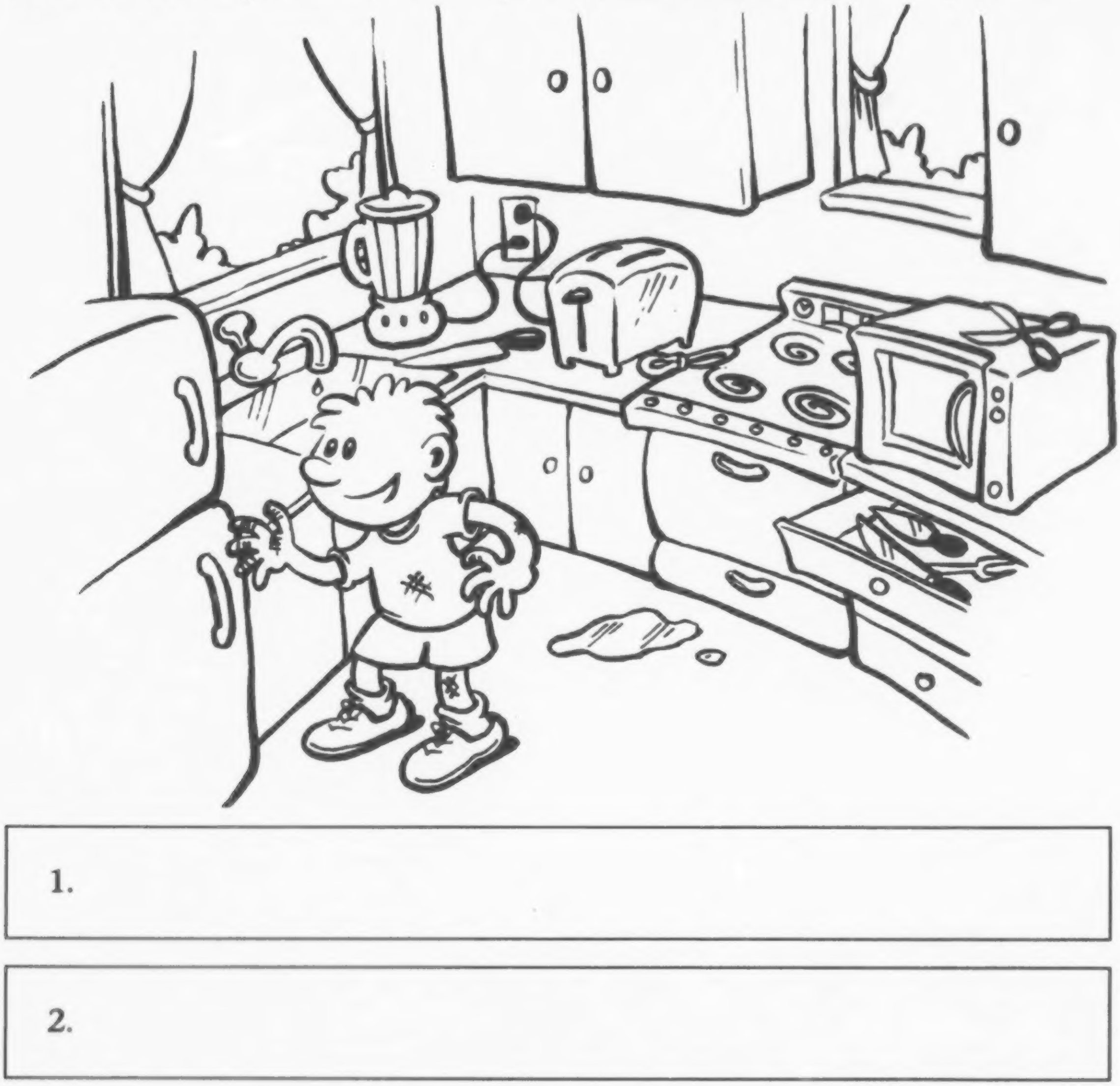
Keeping Clean

- When working with food, keep your hands clean.

Name ______________________________

Is This Kitchen Safe?

Directions: Write one kitchen safety rule in each box. Then draw a line from each box to something in the picture that breaks that rule. If one of your rules is about something that's not in the picture, draw that thing in the picture.



1.

2.

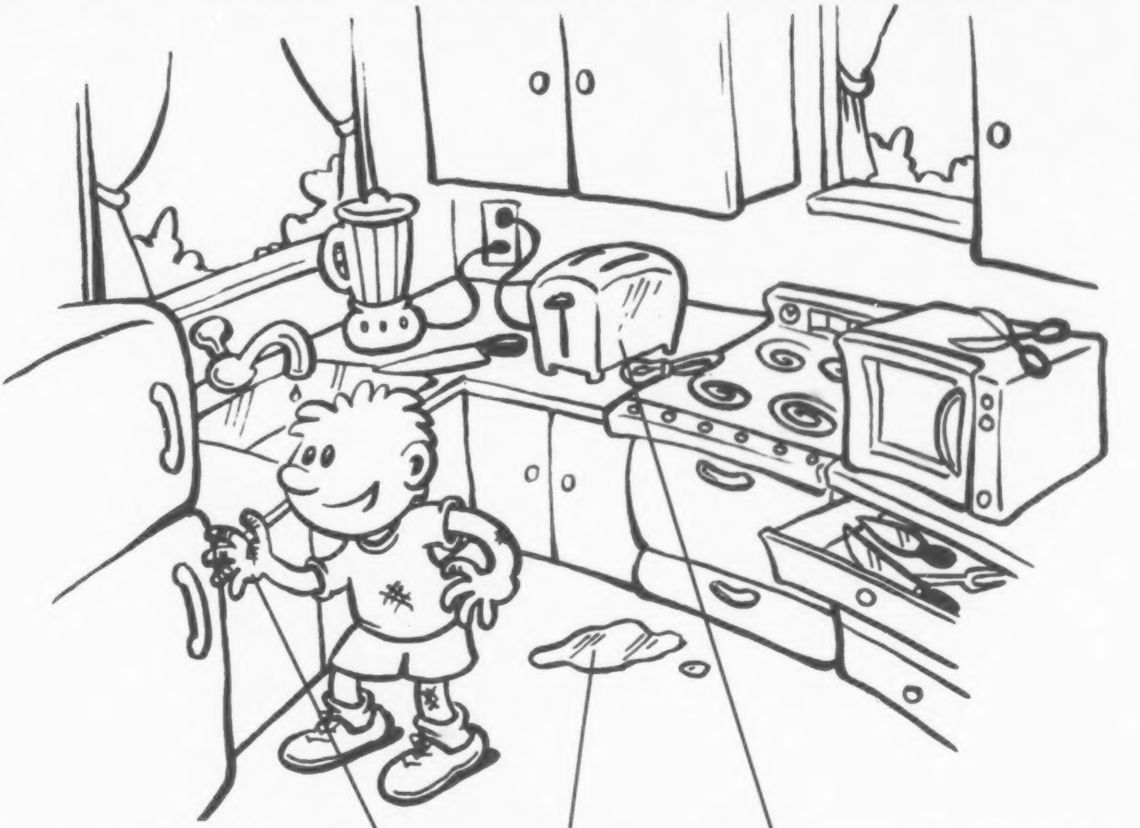
3.

TEACHER

Is This Kitchen Safe?

Example

Directions: Write one kitchen safety rule in each box. Then draw a line from each box to something in the picture that breaks that rule. If one of your rules is about something that's not in the picture, draw that thing in the picture.



1. *Wipe up spills.*

2. *Keep your hands clean.*

3. *Use a kitchen appliance only if an adult is in the kitchen with you.*

LESSON

18

A Safe Place

Objectives

Students will be able to identify safety hazards at home and at school.

Students will be able to illustrate ways to correct safety hazards.

Time

Two class periods.

Overview

In this lesson, students consider common safety hazards at home and at school. A worksheet asks students to find the safety hazards in a picture of several rooms. Students discuss what they've found, and then move on to explore their school for similar safety problems, using the worksheet as a guide. Working in teams, students search for hazards, then report back to their class. Teams then brainstorm ways to correct the safety problems.

Integration

Language arts.

Teacher Materials and Preparation

COPY:
✓ **What's Wrong in These Rooms?** worksheet, one for each student.

REVIEW:
✓ **What's Wrong in These Rooms? *Key*.**

PREPARE:
✓ Invite parents, community volunteers or older students to participate in this lesson (optional).

Procedure

■ Distribute the **What's Wrong in These Rooms?** worksheet. The worksheet shows ten safety hazards. Tell students to look at the picture to see how many safety hazards they can find. Then ask for volunteers to identify the hazards they found. Have students circle the hazards on the worksheet as they are named. (All the hazards are identified on the **What's Wrong in These Rooms? *Key*.**)

Note: Be sensitive to your students' home situations. You may want to explain that this picture shows several rooms in order to depict a variety of safety hazards.

Help students identify safe alternatives to each of these safety hazards. For example, a safe alternative to keeping medicine on the kitchen table is to store it on a high shelf in a cabinet or closet where young children cannot see or reach it. A locked cabinet is even better.

Tell students to draw corrections or safety messages on the worksheet for at least three of the safety hazards. For example, students might draw the following items:

- a stepladder next to the child using the drawer
- someone picking up the toys on the stairs
- a sign on the phone that says "move me"

■ Using the worksheet as a springboard, have the class generate a list of safety checks for the school. Consider such items as the following:

- Are the floors and stairs clear of objects?
- Are there any wet or slippery spots on the floor?
- Are paints, cleaners and other poisonous substances stored where children cannot reach them?

Write the items on the board.

■ Divide the class into teams. If parents or other volunteers are used, assign one to each team. Give each team a section of the school to evaluate according to the safety checklist. Send them out in the school. When students return from their evaluations, discuss what they found.

Draw a diagram of the school on the board. Develop symbols to represent the criteria on the checklist; also develop a symbol to indicate an area of the school that met 100 percent of the safety standards.

Have students draw symbols on the school diagram to indicate any safety problems. Tell them to draw the 100 percent symbol on the diagram to identify any area that met all the safety criteria.

Ask teams to identify any problems students could help prevent. Have the teams discuss a plan of action to correct these preventable problems. For example, if playground equipment is left out in the halls where people might trip over it, students could decide on a safe place to put it and make sure it's put away.

Evaluation

Evaluate students' work on the **What's Wrong in These Rooms?** worksheet and on the student teams' school safety evaluation for their ability to identify safety hazards and ways to correct these hazards.

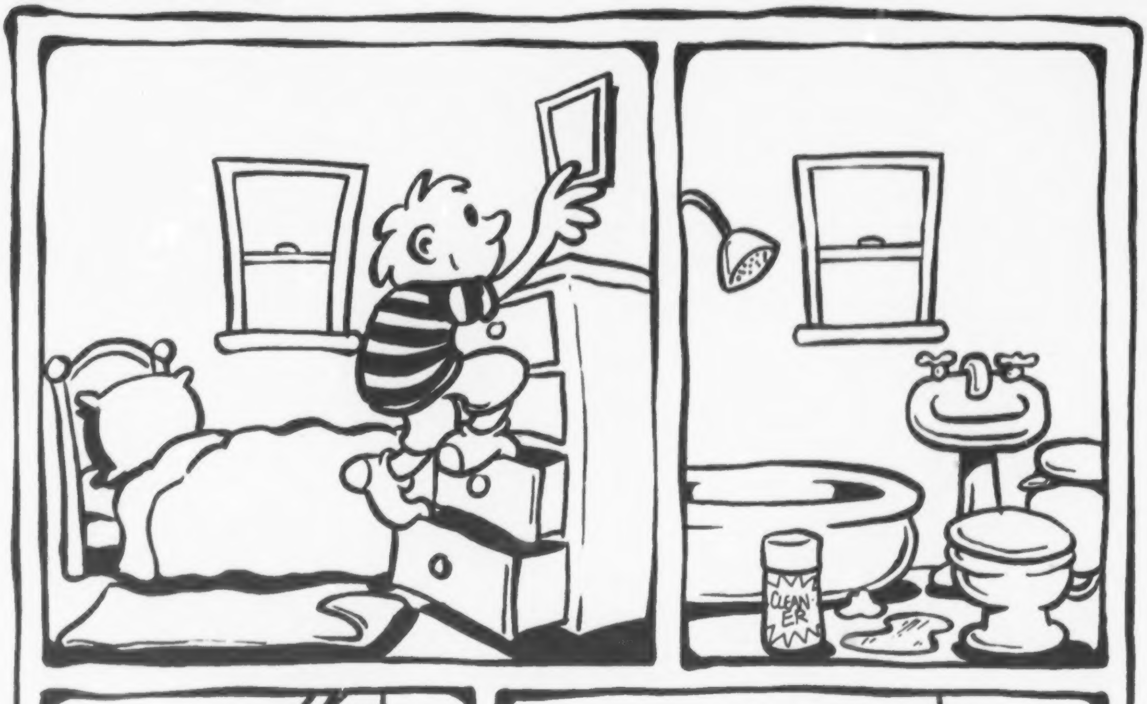
Home/Family Involvement

Have teams discuss how to evaluate their homes for safety. Tell them to develop a Home or Room Safety Checklist to take home and complete with the help of family members. Ask students to report what they discover to the class.

Name ______________________________

What's Wrong in These Rooms?

Directions: Look at this picture. How many safety hazards can you find in these rooms? Circle them.



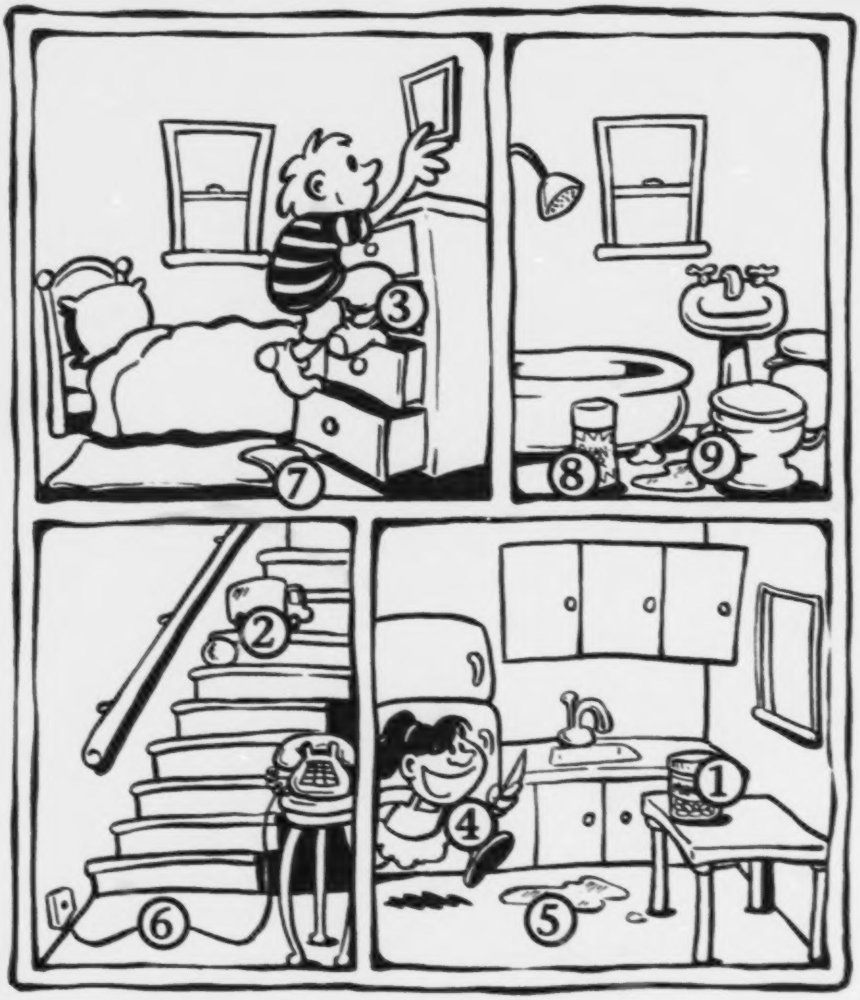
TEACHER

What's Wrong in These Rooms?

Key

Directions: Look at this picture. How many safety hazards can you find in these rooms? Circle them.

1. *medicine left on the kitchen table where a child can reach it*
2. *toys left on the stairs*
3. *a child stepping in an open drawer to reach up and grab something*
4. *someone holding knife improperly*
5. *water spilled on kitchen floor*
6. *phone cord stretched across a path where people walk*
7. *corner of rug turned up*
8. *cleaning fluids out in open*
9. *water on bathroom floor*



LESSON

19

Car Safety

Objective

Students will be able to explain the importance of safe behaviors in the car.

Time

One or two class periods.

Overview

In this lesson, students learn safe behaviors for riding in cars. Several worksheets outline the decisions students need to make about car safety. After class discussion, students draw pictures showing the consequences of safe and unsafe decisions. The worksheets include a place for parents to sign, indicating that students have practiced the safe behaviors they've studied in class.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:
✓ **Decide for Health**, an *Actions for Health* poster.

COPY:
✓ **Decisions About Safety Belts** worksheet, one for each student.
✓ **Decisions About Hands in the Car** worksheet, one for each student.
✓ **Decisions About Car Doors** worksheet, one for each student.
✓ **Being Safe in the Car** worksheet, one for each student.

REVIEW:
✓ **In the Car *Puzzle*.**
✓ **Safety Belt Scenarios** (optional).

Procedure

■ Draw lines on the board for the **In the Car *Puzzle***. Ask students to guess letters to fill in the blanks to complete the puzzle. When they have solved the puzzle, ask them what they think they can do about staying safe in a car.

Explain that some people think that only the driver of the car can do anything about car safety. But there are some simple things passengers can do to help keep themselves safe.

Ask students what safety rules their families have about riding in cars. Write several responses on the board.

■ Review the decision steps on the **Decide for Health** poster. Explain that every time we get into a car, we have several decisions to make. Today students are going to look at three kinds of decisions they make in a car. Then they'll decide which choices are safest.

■ Distribute the **Decisions About Safety Belts** worksheet. Read the first question to students, *What decision do I have to make?* Have the entire class read the answer aloud.

Read the next question, *What are my choices?* Have students read the two choices aloud.

Move on to the Consequences. Ask students:

- When do safety belts matter most? (when you're in a car crash)
- If you decide to put your safety belt on, what happens if the car crashes? (The safety belt keeps you in your seat and in the car.)
- If you decide not to put your safety belt on, what happens if the car crashes? (You might hit the dashboard; you might hit the windshield; you might be thrown against the side of the car; you might be thrown out of the car.)

Have students draw a picture in each box to show a possible consequence of each decision. Ask students what the safest decision is. Tell them to answer question 4.

Tell students they should take the worksheet home and have a family member observe them making a safe choice. Ask them to return the signed worksheet to school.

Note: If you're aware that many of your students' families don't have cars, omit the home sign-off on these three worksheets.

■ Distribute the **Decisions About Hands in the Car** worksheet. Have students work with partners to complete this worksheet. Tell them to draw pictures in the boxes for Consequences and answer the question about the safest choice.

When students have completed the worksheet, discuss it with the class. Be sure that students understand that putting hands, head, feet or any part of the body out of the window is dangerous no matter how fast or slow the car is moving.

Explain that if another car or truck comes close to the car or if the car is close to a wall, fence, building, tunnel, etc., students could be hit and seriously hurt if part of their body is outside the car.

Tell students to take this worksheet home, too, for a family member to sign and then return it to school.

■ Distribute the **Decisions About Car Doors** worksheet. Let students work on the activity independently. Discuss. Emphasize that when a car is parked on the street, it is dangerous to leave by the door that opens into the street. Explain that if a driver of a car or truck or a bicycle rider is not watching, he or she could hit you or the door if you get out on the side closet to traffic.

Have students take this worksheet home for a family member to sign and return it to school.

■ *Optional:* If your students ride the bus to school, you may want to discuss bus safety at this time. Review the school's bus rules, if your school has them.

Point out that some of the same behaviors that keep us safe in cars help us stay safe in buses. Although most buses don't have safety belts, you'll be safer sitting in a seat than standing. *Note:* If your school buses are equipped with safety belts, emphasize the importance of wearing them.

Add that students should keep their hands and arms inside the bus, just as in a car. Talk about safe ways to exit the bus, including not running in front of the bus.

■ Distribute the **Being Safe in the Car** worksheet, and have students complete at least two of the three sentences.

Evaluation

Evaluate students' responses on the **Being Safe in the Car** worksheet for their ability to explain the importance of car safety.

Home/Family Involvement

Students take the **Decisions** worksheets home for family members to sign after observing students' safe behaviors in the car.

Follow-Up/Extension

Make a bulletin board that posts all the worksheets for safe choices signed by family members. The title could be "See How Safe We Are in the Car."

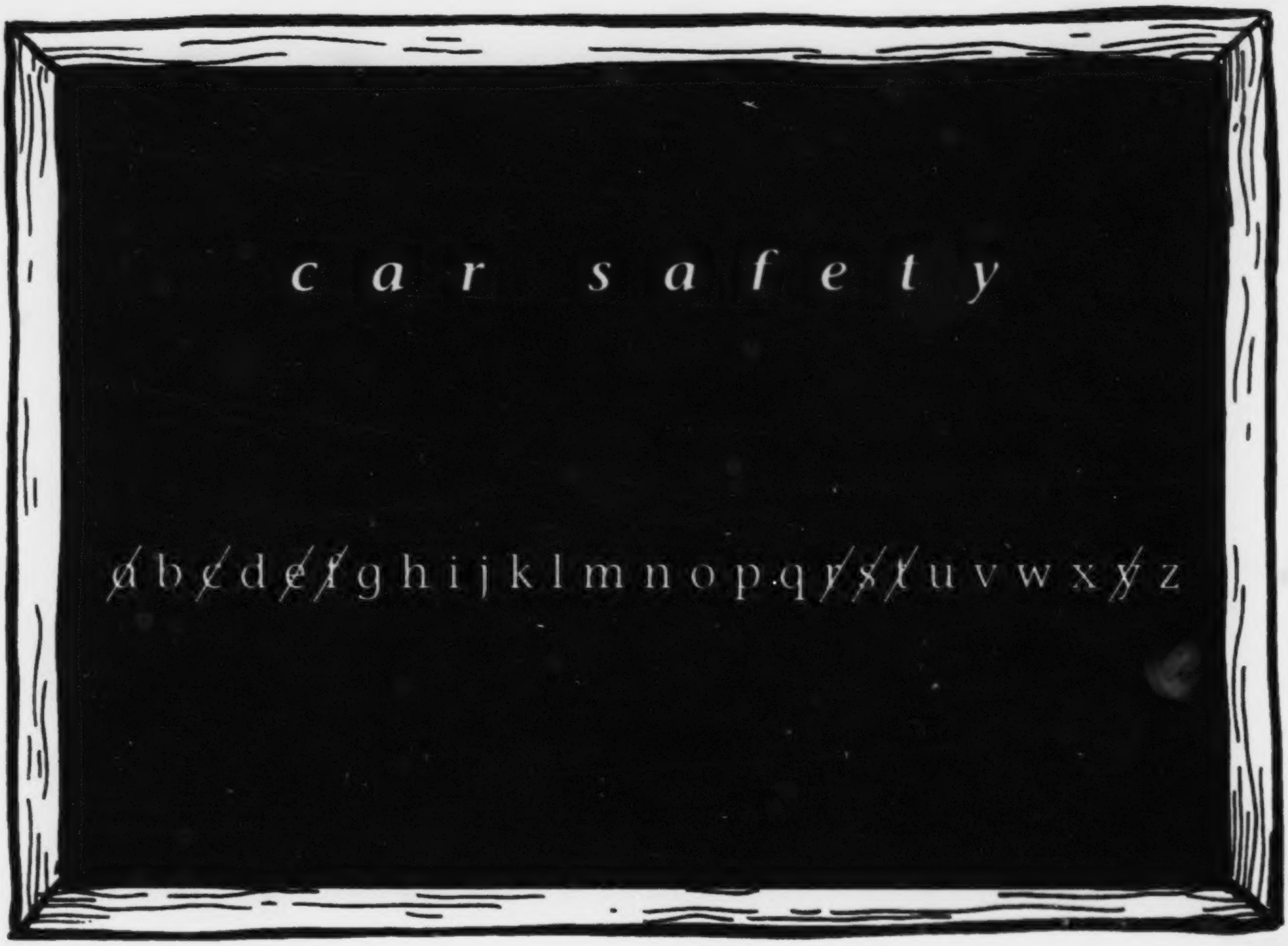
Have student volunteers roleplay the **Safety Belt Scenarios**. While the roleplays are taking place, have the rest of the class observe. After each roleplay, ask the class to explain what the student who portrayed the parent said and did. Then ask if students have any additional suggestions for the parent. *Or* reverse roles—ask students what they would say to convince parents that they should wear safety belts.

TEACHER

In the Car

Puzzle

Directions: Have students guess the letters to fill in the blanks. Fill in all the blanks for a letter when students guess it and cross out the letter in the alphabet. The puzzle will look like the example below when completed.



c a r s a f e t y

~~a~~ b ~~c~~ d ~~e~~ ~~f~~ g h i j k l m n o p q ~~r~~ ~~s~~ ~~t~~ u v w x ~~y~~ z

Name ________________________________

Decisions About Safety Belts

Directions: Look at the answers to questions 1 and 2. Draw a picture in each box to show the consequences of each choice. Answer the last question. Then take this worksheet home. Ask someone in your family to sign it, and bring it back to school after it is signed.

1. What decision do I have to make?

   Should I wear a safety belt?

2. What are my choices?

   Yes

   No

3. Consequences:

Name ______________________________

Decisions About Safety Belts (continued)

4. What is the safest choice for me? ______________________________

____

Family member sign-off:

Ask a family member to watch you make a safe choice about safety belts and then sign the worksheet.

I have observed ______________________________ make a safe choice

(child's name)

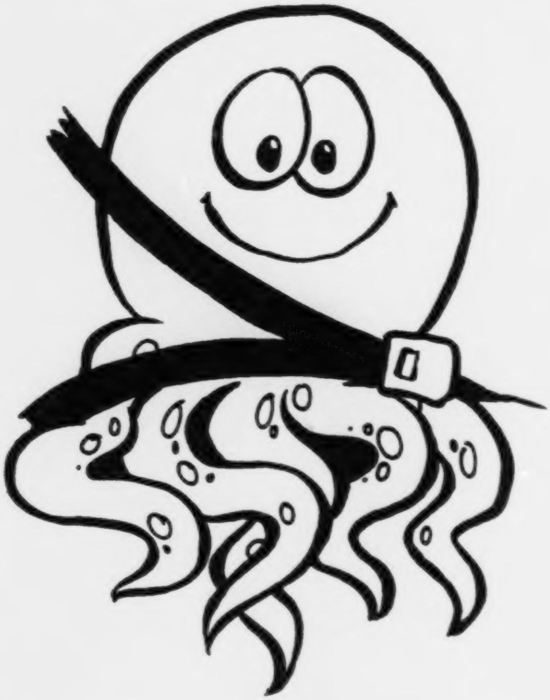
about safety belts in the car.

____

Signature

____

Date



Name ____

Decisions About Hands in the Car

Directions: Answer questions 1 and 2. Draw a picture in each box to show the consequences of each choice. Answer the last question. Then take this worksheet home. Ask someone in your family to sign it, and bring it back to school after it is signed.

1. What decision do I have to make?

2. What are my choices?

3. Consequences:

Name ______________________________

Decisions About Hands in the Car (continued)

4. What is the safest choice for me? ______________________________

____

Family member sign-off:

Ask a family member to watch you make a safe choice about hands in the car and then sign the worksheet.

I have observed ______________________ make a safe choice

(child's name)

about hands in the car.

____

Signature

____

Date

Name ______________________________

Decisions About Car Doors

Directions: Answer questions 1 and 2. Draw a picture in each box to show the consequences of each choice. Answer the last question. Then take this worksheet home. Ask someone in your family to sign it, and bring it back to school after it is signed.

1. What decision do I have to make?

2. What are my choices?

3. Consequences:

Name ____

Decisions About Car Doors (continued)

4. What is the safest choice for me? ______________________________

____

Family member sign-off:

Ask a family member to watch you make a safe choice about car doors and then sign the worksheet.

I have observed ______________________________ make a safe choice

(child's name)

about car doors.

____

Signature

____

Date

Name ______________________________

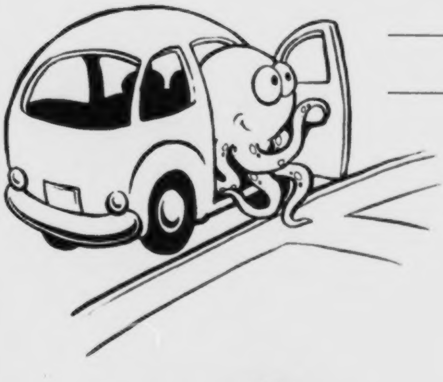
Being Safe in the Car

Directions: Finish at least two of these sentences. Help out Omar. Tell him why it's important to be safe in the car.

1. It's important for Omar and me to wear a safety belt in the car because:

2. It's important for Omar and me to keep hands, arms and head inside the car because:

3. It's important for Omar and me to get out of the car on the side away from traffic because:



TEACHER

Safety Belt Scenarios

Scenario 1

Child doesn't want to wear a safety belt because he or she is only going for a short ride.

Parent needs to convince child to wear a safety belt at all times.

Scenario 2

Child says he or she doesn't want to wear a safety belt because it takes too long to put on.

Parent needs to convince child to take the time to put on a safety belt.

Scenario 3

Child says he or she doesn't like to feel closed in wearing a safety belt.

UNIT V

Decisions About Drugs

PINK MEDICINE
PINK MEDI-CINE
PINK MEDICINE

LESSON

20 Drugs That Help the Body

Objective

Students will be able to evaluate safe choices about taking medicine.

Time

One class period.

Overview

Unit V: Decisions About Drugs contains three lessons on drugs. In this first lesson, students learn to make safe choices about medicines—drugs intended to help us get well when we're sick. Students are introduced to basic safety rules for taking medicine. On worksheets, students consider the consequences of different decisions they might make about taking medicine.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:
✓ **Decide for Health**, an *Actions for Health* poster.

COPY:
✓ **Taking Medicine: Alex's Story** worksheet, one for each student.
✓ **Taking Medicine: Maria's Story** worksheet, one for each student.

MAKE:
✓ Transparency or poster of **Being Smart About Medicine.**

REVIEW:
✓ **Sneezing Case Study.**
✓ **Taking Medicine: Alex's Story** ***Example.***
✓ **Taking Medicine: Maria's Story** ***Example.***

Procedure

■ Ask students if they've ever had to take medicine when they were sick. Ask a few students if they remember what medicine they took and why they took it.

Ask students what drugs are. Accept all reasonable responses. Ask students if they're surprised to learn that medicines are drugs.

Explain that there are many kinds of drugs. Some drugs are used to help your body get healthy when you're sick. We call these drugs *medicines.* Medicines can be unhealthy and dangerous if not used properly.

Many other drugs are unhealthy and very dangerous. What all drugs have in common is that they temporarily change how the body or the mind works.

Tell students that today they're going to learn about drugs that are used for medicines. In other lessons, they'll learn about other drugs that are dangerous to health.

■ Discuss with students who decides if someone should take some medicine. Help students generalize that doctors usually decide who should take what medicine. Note that for things like stomach-aches, headaches or colds, parents or other adults might make decisions about medicine without consulting a doctor.

Emphasize that students should never make the decision to take medicine without talking to a parent or other adult caregiver. Explain that children don't have enough information to decide whether they should take a certain medicine. Discuss the following points:

- Some medicines must be taken with food to work properly.
- Some medicines should be taken without food, on an empty stomach.
- If you take the wrong medicine or too much of any medicine, you could get very sick.
- If you take an old medicine, you may get sick or it may not work.

Explain that sometimes the best way to feel better is to rest and drink lots of liquids. The body is a wonderful thing; many times medicines aren't needed at all.

■ Show students **Being Smart About Medicine** and discuss the first three rules. Tell students that they should never take someone else's medicine. Ask them if they know why that's true. (The medicine may be too strong for you, or you may have a different problem than the other person.)

Review these three important rules. First, you shouldn't take any medicines by yourself. Second, the doctor and your parents are the only ones who should decide if you need medicine. Third, you shouldn't take anyone else's medicine.

Ask students if children their age are able to make any decisions about medicines. Help students generalize that they do have at least one choice regarding medicine. They choose whether or not to cooperate in taking the medicine. Point out the last statement.

Discuss this statement with students. Ask students for examples of how they've cooperated or not cooperated in taking medicines. Be prepared with your own examples to share. Discuss the consequences that followed when students took medicine versus when they refused to take it. Did they get well faster when they took the medicine? Why?

- Review the decision steps on the **Decide for Health** poster. Read the **Sneezing Case Study** to students. Have them identify each of the decision-making steps in the case study. Encourage students to consider multiple consequences for each choice.

- Distribute the **Taking Medicine: Alex's Story** and **Taking Medicine: Maria's Story** worksheets. Tell students to read the two stories and answer the questions.

Evaluation

Evaluate students' responses on the two **Taking Medicine** worksheets for their ability to determine the safe choices about taking medicine.

TEACHER

Being Smart About Medicine

1. Don't take any medicine by yourself.
2. Let doctors and parents decide if you need to take medicine.
3. Don't take anyone else's medicine.
4. Cooperate in taking medicine, even if it tastes bad.

TEACHER

Sneezing Case Study

J.T. is playing with her friend Kate. J.T. sneezes several times. When Kate sneezes a lot, her mother gives her allergy medicine. Kate thinks that J.T. should take the medicine. What should J.T. do?

1. What decision does J.T. have to make?
   Whether or not to take the medicine.

2. What are her choices?
   Yes, take it; or no, don't take it.

3. What are the probable consequences of each choice?
   If J.T. took Kate's medicine:
   - ***J.T. might get sick because it's the wrong medicine.***
   - ***A side effect of the medicine might affect J.T.***
   - ***J.T.'s parents might get mad at her.***
   - ***Kate's parents might get mad.***
   - ***There might not be any left when Kate needs it.***

   If J.T. doesn't take Kate's medicine:
   - ***J.T. might stop sneezing without any medicine.***
   - ***J.T.'s parents might decide to take her to the doctor to find out why she's sneezing.***
   - ***J.T. will know she made a safe choice.***

4. What do you think is the best decision for JT?
   Don't take Kate's medicine.

5. Why?

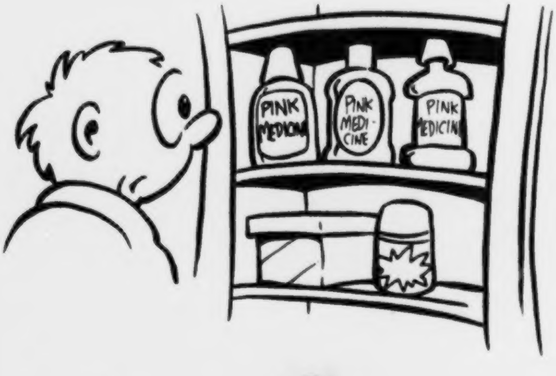
Name ____

Taking Medicine: Alex's Story

Alex Has a Stomach-ache

Alex wakes up in the morning. His parents are working in the yard. Alex's stomach aches. It hurts a lot. Last year when his stomach hurt, his parents gave him some pink medicine. Alex finds three bottles of pink medicine in the closet. He thinks he knows which kind he took last year. Alex is thinking about taking the medicine without asking his parents.

1. What decision does Alex have to make? ______________________
____
____
2. What are his choices? ______________________________
____
____
____
3. What are some consequences of each choice? ________________
____
____
____
____
4. What do you think is the best decision for Alex? ____________
____
____
5. Why? ________________________
____



Name ______________________________

Taking Medicine: Maria's Story

Maria's Bitter Medicine

Maria has an infection. Her doctor said that she must take some medicine twice a day. She took the first spoonful this morning. It tastes awful. Maria doesn't want to take any more medicine.

1. What decision does Maria have to make? ______________________________
2. What are her choices? ______________________________
3. What are some consequences of each choice? ______________________________
4. What do you think is the best decision for Maria? ______
5. Why? ______________________________

TEACHER

Taking Medicine: Alex's Story

Example

Alex Has a Stomachache

Alex wakes up in the morning. His parents are working in the yard. Alex's stomach aches. It hurts a lot. Last year when his stomach hurt, his parents gave him some pink medicine. Alex finds three bottles of pink medicine in the closet. He thinks he knows which kind he took last year. Alex is thinking about taking the medicine without asking his parents.

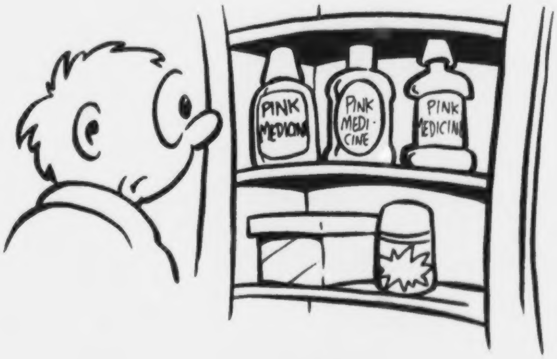
1. What decision does Alex have to make? ***What to do about his stomachache.***

2. What are his choices? ***Take the medicine without asking his parents; ask his parents first.***

3. What are some consequences of each choice? ***If he doesn't ask his parents: • He might take the wrong medicine. • He might get very sick. If he asks his parents: • They might know a better medicine for him to take. • They might take him to the doctor. • He might not need any medicine.***

4. What do you think is the best decision for Alex? ***Ask his parents what to do.***

5. Why? ***Answers will vary.***



TEACHER

Taking Medicine: Maria's Story

Example

Maria's Bitter Medicine

Maria has an infection. Her doctor said that she must take some medicine twice a day. She took the first spoonful this morning. It tastes awful. Maria doesn't want to take any more medicine.

1. What decision does Maria have to make? ***Whether or not to take the medicine.***

2. What are her choices? ***Yes or no.***

3. What are some consequences of each choice? ***If she takes the medicine, she might get well quickly. If she doesn't take the medicine, she might be sick longer.***

4. What do you think is the best decision for Maria? ***Take the medicine.***

5. Why? ***Answers will vary.***

LESSON

21

Dangerous Drugs

Objective

Students will be able to describe reasons not to use drugs.

Time

One class period.

Overview

This lesson focuses on drugs that are unhealthy. In class discussion, the teacher explains six unhealthy drugs and their effects on the body. Students follow the explanations with a worksheet that allows them to make visual connections between the drugs and the parts of the body they affect. Reasons for using and not using drugs are discussed, and students are asked to give reasons for not using drugs themselves.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:
- ✓ Scissors and glue for students.
- ✓ Art supplies (crayons or markers) for students.

COPY:
- ✓ **Drugs and Your Body** worksheet, one for each student.

REVIEW:
- ✓ **Drugs *Teacher Background Information.***
- ✓ **Drugs and Your Body *Example.***

Procedure

■ Remind students that in the last lesson they talked about medicines. Medicines can help prevent disease. They can also help the body get healthy when it's sick. But because medicines are drugs, people must follow some important rules to be safe when taking medicines.

Tell students that in this lesson they'll be learning about other kinds of drugs, drugs that are unhealthy. Many of these unhealthy drugs are very dangerous. Emphasize that any drug can be dangerous when it's used in the wrong way.

Distribute the **Drugs and Your Body** worksheet, scissors, glue and art supplies. Explain that students will be working on the worksheet during a discussion about drugs.

Talk about each of the drugs listed on the worksheet, one at a time, using the **Drugs *Teacher Background Information*** as a guide. Explain the form in which the drug is commonly found and how the drug affects the body.

After each explanation, tell students to cut out the picture of the drug on the second page of the worksheet. Then tell them to glue the picture in one of the boxes on the first page and draw a line from the picture of the drug to a part of the body affected by the drug. For example, for alcohol, they could draw a line from the picture to the brain.

Note: All drugs affect the brain in one way or another. The purpose of this activity is to show students that drugs change the way the body works in many different ways. We aren't attempting to be comprehensive in the specifics of all drug effects on the body.

Explain to students that most of these drugs are addictive. Ask if anyone knows what that means. Explain that if a drug is addictive, once you start taking it, you have a very hard time stopping. In fact, if you try to stop taking the drug, your body has a strong reaction. The body gets very uncomfortable, and you may feel like you're very sick.

■ Discuss the kinds of decisions people make about using drugs. Ask students the following questions:

- What are some the reasons people might decide to use drugs even though drugs are unhealthy and dangerous? (Their friends use the drugs; they think it's cool to use drugs; they think using drugs will make them feel better; they don't know how hard it is to stop.)
- When people make the decision to use a drug, do you think they think about the health consequences of using the drug? (Sometimes, but being cool or feeling good seems more important.)
- What are some of the things that can happen to people when they use drugs? (They can get very sick; they can die from taking too much of a drug; they are more likely to be in accidents and hurt or kill themselves or someone else; they may lose friends; they may hurt their families; they don't live a normal life.)
- What do you suppose are some of the reasons that lots of people say no to drugs? (They want to stay healthy; they don't think it's a good idea to eat or drink something dangerous; they enjoy doing a lot of things without drugs.)

Have students think of a symbol to draw near each of the drugs glued on the worksheet to show that these drugs are dangerous and should be avoided. The symbol could be a poison symbol or the international *no* symbol (a circle with a diagonal line). Encourage students to be creative. Have them share their creative efforts with the class.

Evaluation

Have students write a paragraph explaining why they would decide *not* to use drugs. Evaluate student responses for their ability to describe reasons not to use drugs, including drugs' harmful effects.

TEACHER

Drugs

Teacher Background Information

This background information deals with some of the most common drug problems currently affecting American society. It is *not* a comprehensive listing of drugs and their effects. For more information about specific drugs and their effects, see *What Works: Schools Without Drugs* (U.S. Department of Education, 1986).

There are hundreds of drugs, but tobacco, alcohol and marijuana are known as gateway drugs. People who use drugs such as cocaine, crack and heroin have often used one of these gateway drugs first.

Students do not need to know all the information provided here. This is basic background information on a few selected drugs.

Caffeine

Source:	colas, coffee, tea
Effects:	speeds up nervous system makes people feel like they have more energy makes people nervous sometimes makes it hard to sleep causes the heart to beat faster
Major Body Parts Affected:	brain, heart, nervous system

Note: Many students may drink sodas that contain caffeine. You may want to acknowledge that caffeine is probably not harmful in small amounts, but emphasize that students can choose healthier drinks, such as water or juice.

Alcohol

Source:	beer, wine, wine coolers, liquor—whiskey, rum, vodka, gin
Effects:	affects the brain and judgment can cause violence and depression increases chance of accidents involved in more than half of all fatal car crashes with drivers under 21 can affect breathing and lead to coma or death (in large quantities)
Major Body Parts Affected:	brain, liver

Tobacco

Source: cigarettes, cigars, pipes, snuff, chewing tobacco

Effects: leading preventable cause of death and illness in the United States
about 400,000 Americans die each year as a result of tobacco use
causes lung disease, emphysema, heart attacks, chronic bronchitis, mouth and throat cancer
tobacco smoke contains harmful ingredients: carbon monoxide (takes oxygen from the body), tar (clogs lung cells) and nicotine (the drug in tobacco, one of the most poisonous substances in nature)
causes the heart to beat faster
causes the body to need more oxygen
can clog arteries and lead to strokes

Major Body Parts Affected: brain, heart, lungs, mouth and throat

Marijuana

Source: hemp (dried leaves and flowers), usually smoked

Effects: contains tar and nicotine (with same effects as tobacco)
contains another drug that affects the mind
can cause fast heartbeat, blood-shot eyes, dry mouth
slows down thinking time, causes longer reaction time
can lead to cancer or emphysema (just as cigarettes can)

Major Body Parts Affected: brain, heart, lungs

Cocaine

Source: coca leaves (South American shrub); white, crystalline powder that looks like sugar, often inhaled through the nose

Effects: highly addictive
produces a short high feeling followed by moodiness and anxiety
can affect sleeping and eating
can kill the first time it's used, by affecting the heart

Major Body Parts Affected: brain, heart, nervous system

Crack

Source: a form of cocaine, often smoked (or added to tobacco)

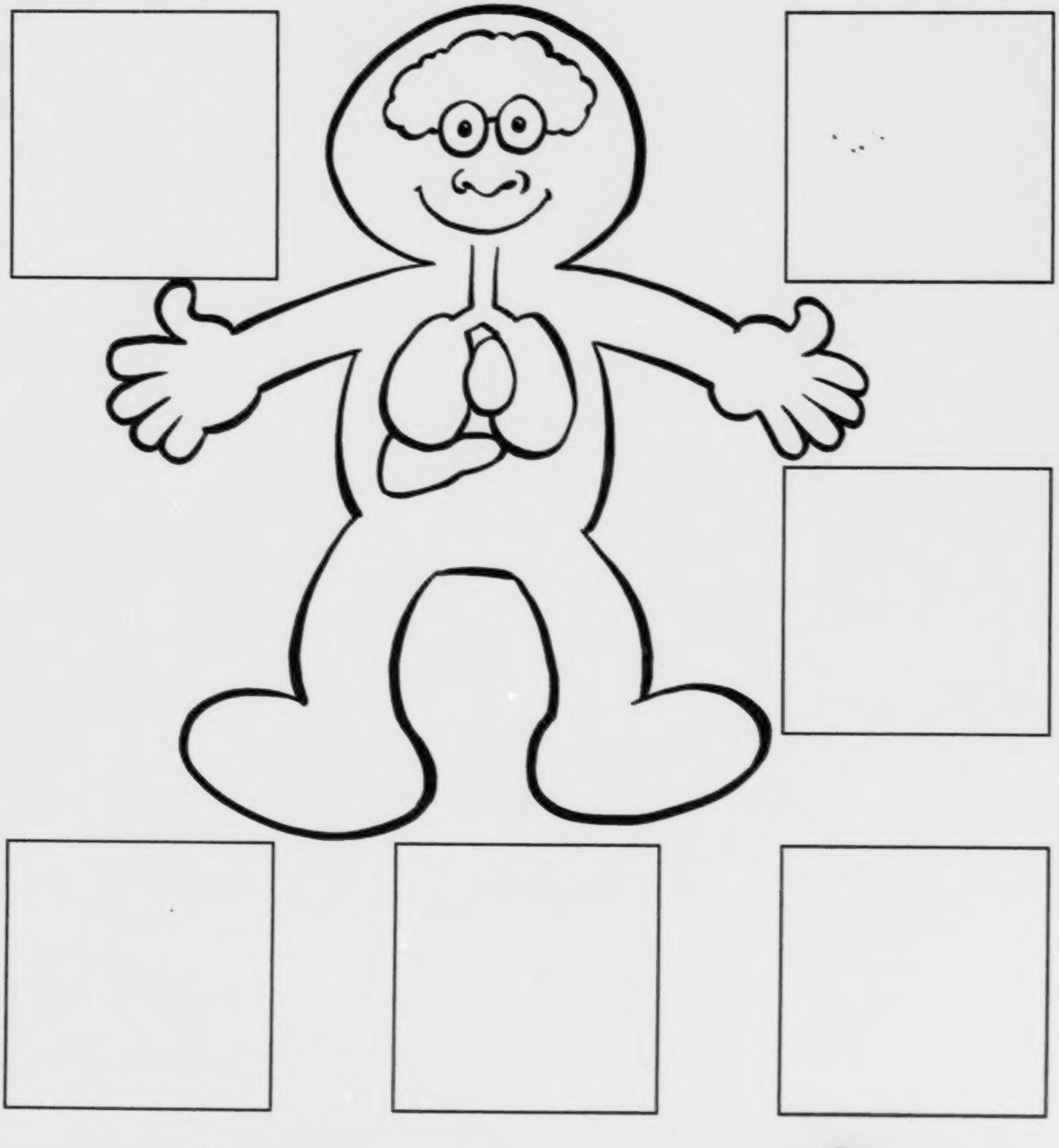
Effects: highly addictive
can affect sleeping and eating
can increase pulse rate and raise blood pressure

Major Body Parts Affected: brain, heart, nervous system

Name ____

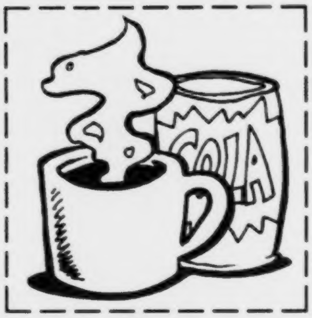
Drugs and Your Body

Directions: Glue a picture of a different drug in each box. Then draw a line from the drug to a part of the body it afffects.

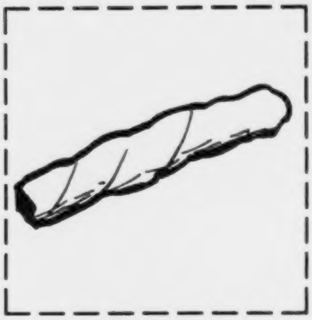


Name ____

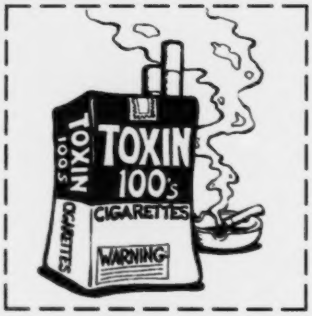
Drugs and Your Body (continued)



caffeine



marijuana


TOXIN
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WARNING
TOXIN
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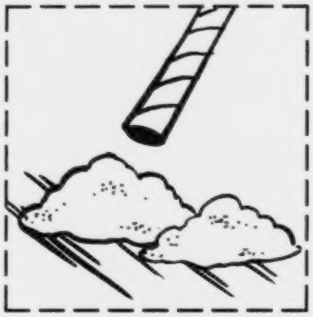
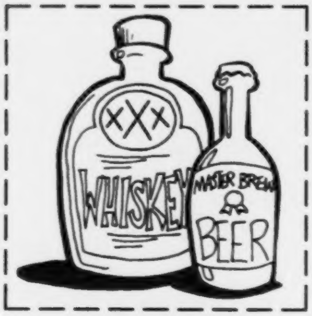
CIGARETTES

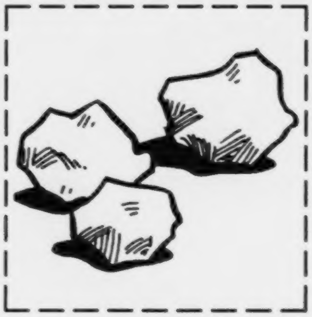
tobacco



cocaine


XXX
WHISKEY
MASTER BREW
BEER

alcohol



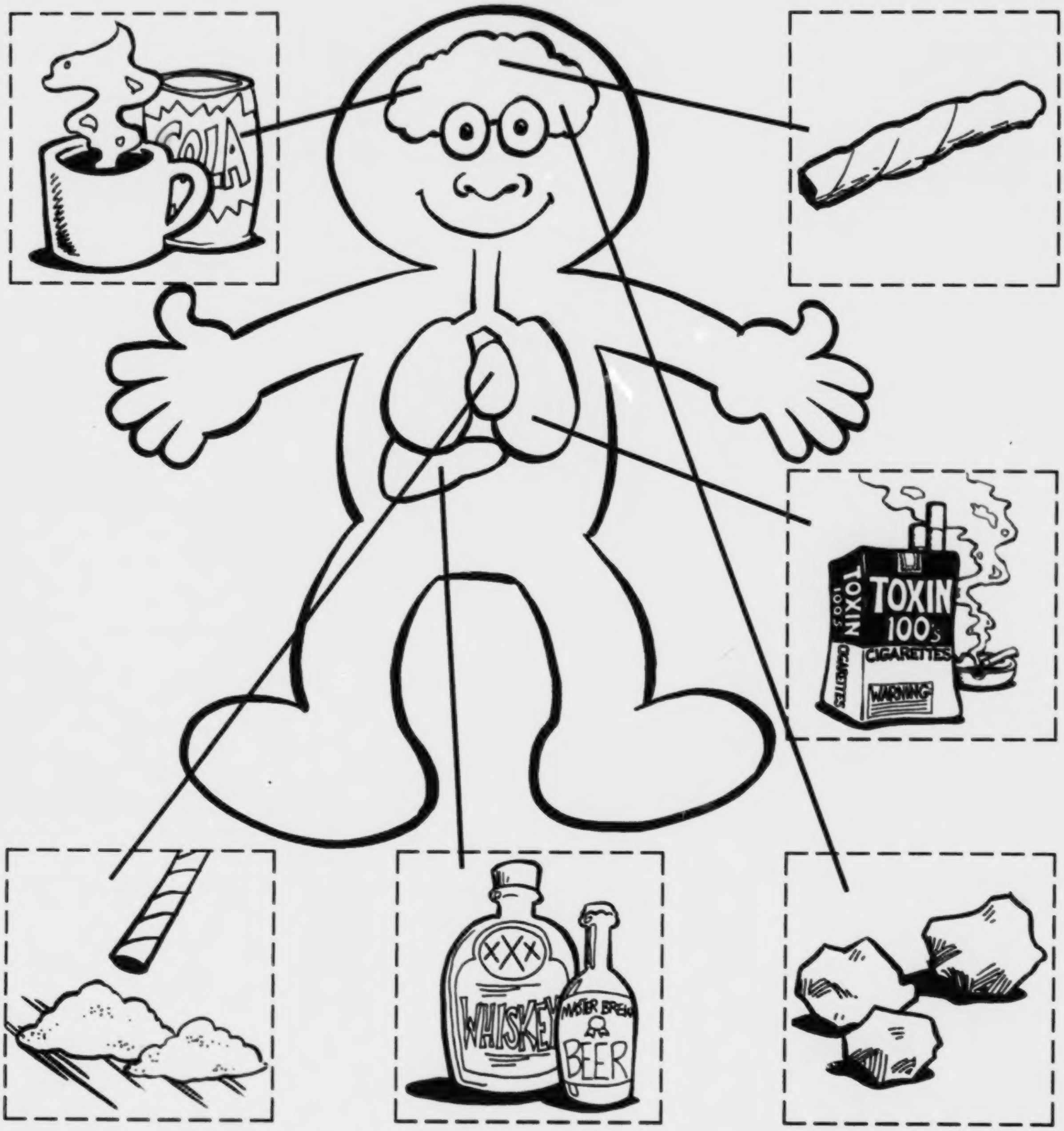
crack

TEACHER

Drugs and Your Body

Example

Directions: Glue a picture of a different drug in each box. Then draw a line from the drug to a part of the body it affects.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LESSON

22

Decisions About Tobacco

Objective

Students will be able to illustrate reasons for not using tobacco.

Time

Two class periods.

Overview

This lesson focuses on making decisions about tobacco use. Through class discussions, interviews with adults and other activities, students come to see using or abstaining from tobacco as a decision, and to understand the impact that decision will have on their health.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:

- ✓ **The Trouble with Tobacco**, an *Actions for Health* poster. (See example on teacher page.)
- ✓ *No Smoke Near Me!* activity poster, one for each student.

COPY:

- ✓ **Why Don't You Use Tobacco?** worksheet, one for each student.
- ✓ **Why Do You Use Tobacco?** worksheet, one for each student.
- ✓ **Will I Use Tobacco?** worksheet, one for each student.
- ✓ **Secondhand Smoke** letter, one for each student.

PREPARE:

- ✓ Arrange for classroom helpers to be interviewed by students (optional).

Procedure

■ Tell students this lesson is about tobacco. Explain to students that there are many ways people can use tobacco. They can smoke cigarettes. They can smoke cigars or a pipe. Or they can chew tobacco.

Distribute the **Why Don't You Use Tobacco?** and **Why Do You Use Tobacco?** worksheets. Tell students to use these worksheets to interview either someone who does use tobacco or someone who doesn't. Tell students to think about an adult they could interview. The adult can be a parent, neighbor, relative, etc.

Explain that if students plan to interview an adult who uses tobacco, they will complete the **Why Do You Use Tobacco?** worksheet. If they plan to interview an adult who doesn't use tobacco, they will complete the **Why Don't You Use Tobacco?** worksheet. Tell students to decide which worksheet they're going to complete and put it away to take home for the interview.

Remind students of the interviews they did in an earlier lesson (Lesson 8), when they interviewed a classmate to make Friendship Balloons. Tell students it might be harder to interview an adult than it was a classmate, so today they are going to practice interviewing again.

Have students work with partners or in small groups to practice interviewing. Tell students to use the worksheet they're *not* planning to use at home for these interviews. A student who is planning to interview an adult who uses tobacco would complete the **Why Don't You Use Tobacco?** worksheet in class interviews. A student who is planning to interview an adult who doesn't use tobacco would complete the **Why Do You Use Tobacco?** worksheet in class.

Have students take turns interviewing each other. Explain that the student being interviewed should pretend to be an adult. Or have students practice interviewing you and/or adult classroom volunteers.

Then lead a class discussion of the interview process. Was it easy? Was it hard? Was it fun? Ask students if they have any questions about what they learned by doing the interview. Tell students to use their other worksheet for the adult interview and then return the worksheet to class.

■ When students have done the interviews at home, tell them to look at their interview worksheets. Have the class generate two lists—one of reasons people use tobacco and one of reasons people do not use tobacco—from their interview worksheets. As suggestions are offered, help students group similar ideas together to be written on the board.

Help students generalize that there are many more reasons not to use tobacco than there are to use tobacco. Reasons not to use tobacco may include the following:

- It's not healthy to use tobacco.
- If you smoke, the tobacco smoke is unhealthy for those around you.
- It's expensive.

- It's not good for your teeth.
- It's not good for your heart.
- Your clothes smell.
- Your breath smells.
- Your teeth get stained.
- Tobacco smoke makes it hard to breathe.
- It can cause cancer (of the lungs, mouth and throat).
- The smoke hurts your eyes.
- You can't perform as well at sports like running and swimming.
- It's difficult to stop once you start.

Note: **Drugs *Teacher Background Information*** from Lesson 21 has more information about tobacco.

Explore answers to the questions about stopping tobacco use on the worksheets. Ask students what they found out about stopping smoking from the adults they talked to. Explain that the nicotine in tobacco is an addictive drug; it is very hard to stop using tobacco once you've started. It's much easier never to start using tobacco.

Explain to students that their family members probably don't want them to smoke—even if some family members do smoke. Ask students to look at the last question on the interview sheet. Did any adults say they wanted their children to use tobacco?

Help students understand that no matter what their families want or think, each student will have to make his or her own decision: Will I use tobacco?

■ Show students **The Trouble with Tobacco** poster. Tell students to create a story for one of the situations Omar is in on the poster. Tell students to title their story *Omar's Trouble with Tobacco*. Students can do this as a homework assignment. Create a bulletin board display with the poster and the stories for the classroom or the school.

■ Tell students that the smoke from other people's cigarettes is called *secondhand smoke*. Secondhand smoke is harmful to the health of the people who breathe it, even if they don't smoke.

Ask students if they have any ideas about how to avoid inhaling the smoke of others. (Ask politely for the smoker to smoke outside. Leave the room yourself.)

Distribute the *No Smoke Near Me!* activity poster, and read it with students. Point out the "Smoke-Free Zones in Our Home" chart. Ask if any students have smoke-free homes. Tell students to take the poster home and to talk to their families about places where they can be smoke free.

■ Tell students that someday someone may offer them a cigarette or some chewing tobacco. And they may think, now I have to make a decision about tobacco. But that's not the time to decide. The time to make a decision about tobacco is *now.*

Distribute the **Will I Use Tobacco?** worksheet. Have students complete it independently. Discuss the worksheet with the class.

Evaluation

Assess students' work in the stories about Omar's trouble with tobacco and on the **Will I Use Tobacco?** worksheet for their ability to illustrate reasons not to use tobacco.

Home/Family Involvement

Distribute the **Secondhand Smoke** letter. Have students take this letter and the *No Smoke Near Me!* activity poster home to share with their families.

In addition to having students interview adult family members or friends about tobacco use, encourage them to share their decision on the **Will I Use Tobacco?** worksheet at home.

Follow-Up/Extension

Bring in several pieces of clothing—one worn by a smoker; one worn by someone who doesn't smoke but was with a smoker when he or she wore the clothing; and one worn by someone who doesn't smoke and hasn't been with a smoker. Have students smell all three garments. Can they tell the difference between the three? Can they tell the difference between the smoker and the person who didn't smoke but sat near the smoker? Use this activity as a springboard to a discussion of secondhand smoke and how children can act assertively to avoid inhaling it.

Suggested Resources

Tobacco Talk: Educating Young Children About Tobacco. C. D'Onofrio. Santa Cruz, CA: ETR Associates. This helpful handbook offers parents and educators accurate, age-appropriate ways to explain complex tobacco issues.

You and Me Tobacco Free: Children's Activities in Tobacco Awareness. J. K. Scheer. Santa Cruz, CA: ETR Associates. Lively activities teach children to stay healthy and tobacco free.

Name ____________________

Why Don't You Use Tobacco?

Directions: Fill in the first line about the person you interview. Then ask the person the questions and write down the answers. Don't write the person's name on this sheet.

I interviewed: a man a woman (circle one)

1. How old are you? ____________________

2. Did you ever smoke cigarettes or cigars or a pipe? ____________________

3. Did you ever chew tobacco? ____________________

4. If you used tobacco, why did you stop? Was it easy or hard to stop? ____________________

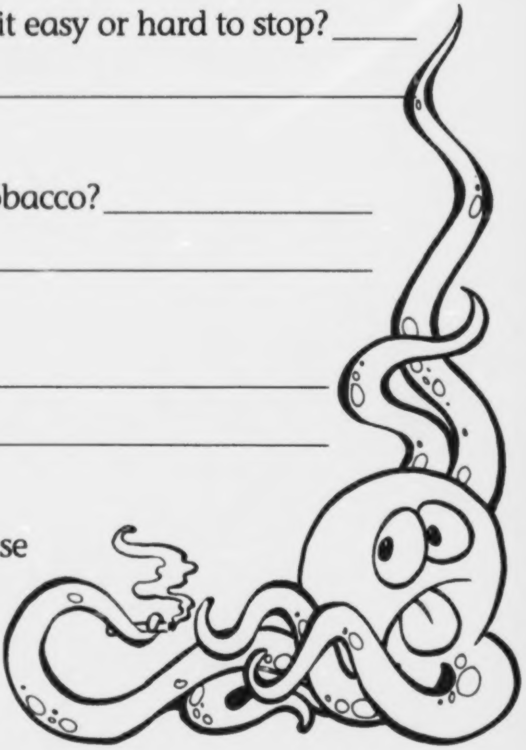
____

5. How did you feel when you stopped using tobacco? ____________________

____

6. If you never used tobacco, why didn't you? ____________________

____



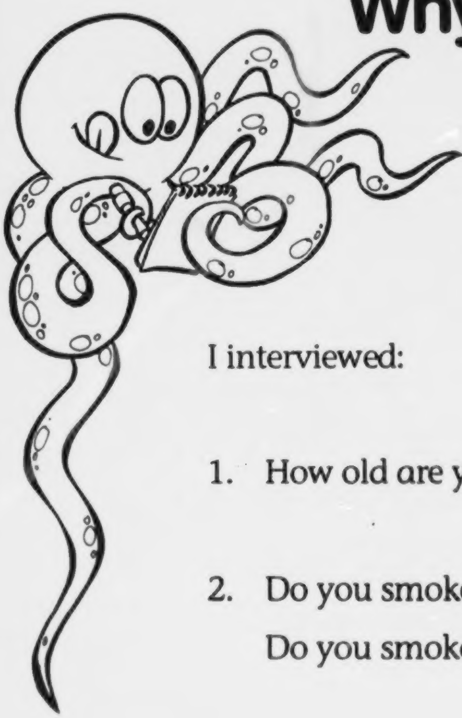
7. If you have children, do you want them to use tobacco? ____________________

Why or why not? ____________________

____

Name ____

Why Do You Use Tobacco?



Directions: Fill in the first line about the person you interview. Then ask the person the questions and write down the answers. don't write the person's name on this sheet.

I interviewed: a man woman (circle one)

1. How old are you? ______________________________

2. Do you smoke cigarettes? _______ Do you smoke cigars? _______
   Do you smoke a pipe? _________ Do you chew tobacco? _______

3. Why did you start using tobacco? ______________________________
   ____

4. Did you ever try to stop? ______________________________
   If you tried to stop, were you able to? ______________________

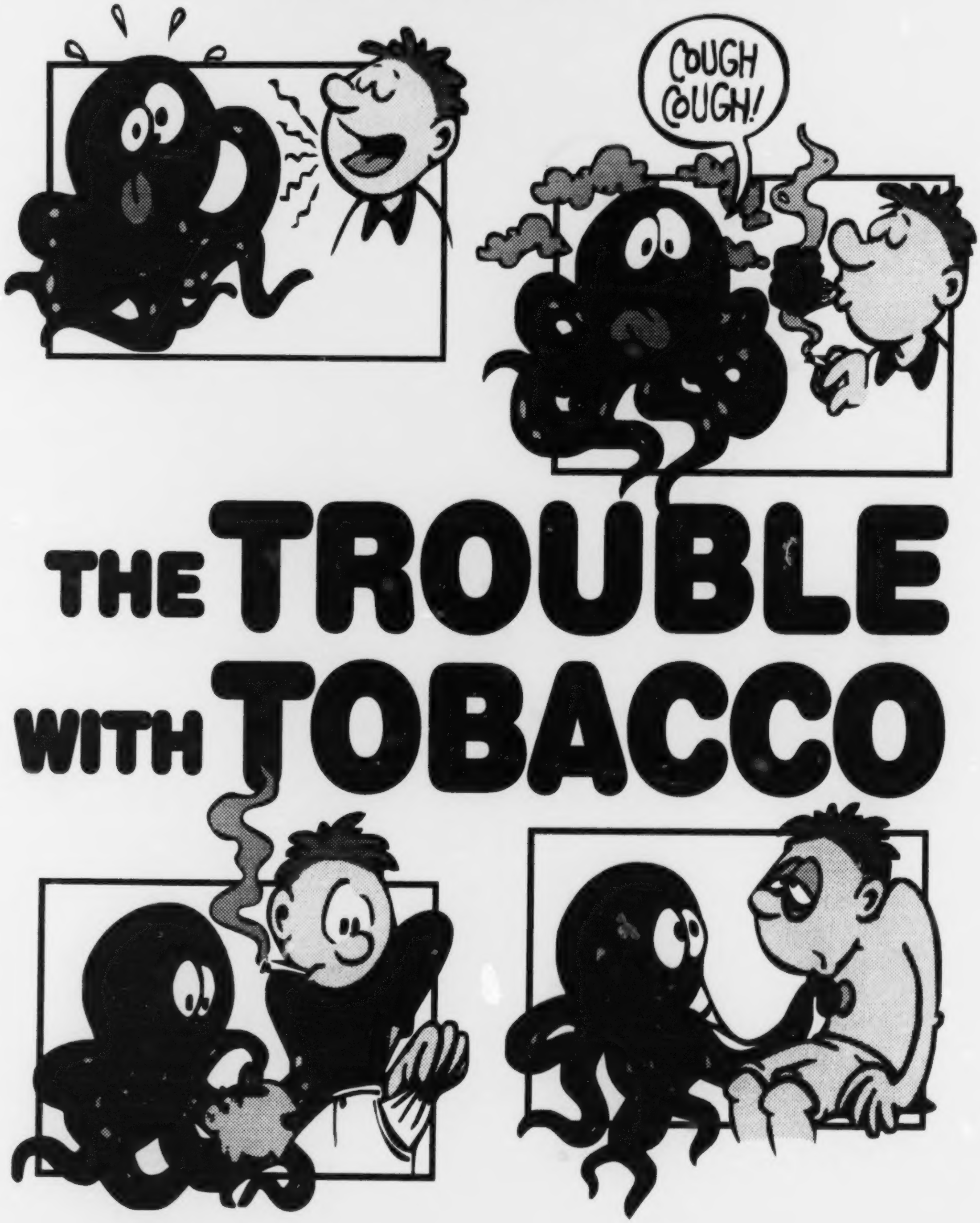
5. If you did stop, how did you feel when you stopped using tobacco? _____
   ____

6. If you have children, do you want them use tobacco? ____________
   Why or why not? ______________________________
   ____

TEACHER

The Trouble with Tobacco

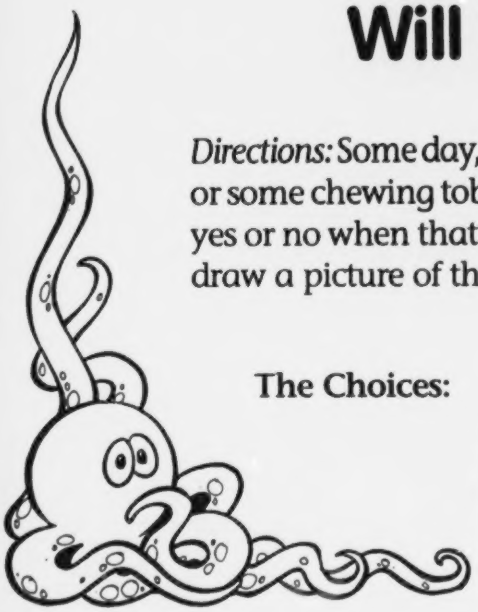
An Actions for Health *Poster*



COUGH COUGH!
THE TROUBLE WITH TOBACCO

Name ____

Will I Use Tobacco?



Directions: Some day, someone may ask you if you want a cigarette, a cigar or some chewing tobacco. Now is the time to decide whether you will say yes or no when that day comes. Think about each of your choices. Then draw a picture of the consequences of each choice.

The Choices:	**Yes, I will use it.**	**No, I will not use it.**
What are the good things about this choice?		
What are the bad things about this choice?		

What is the best decision for me? ______________________________

LETTER

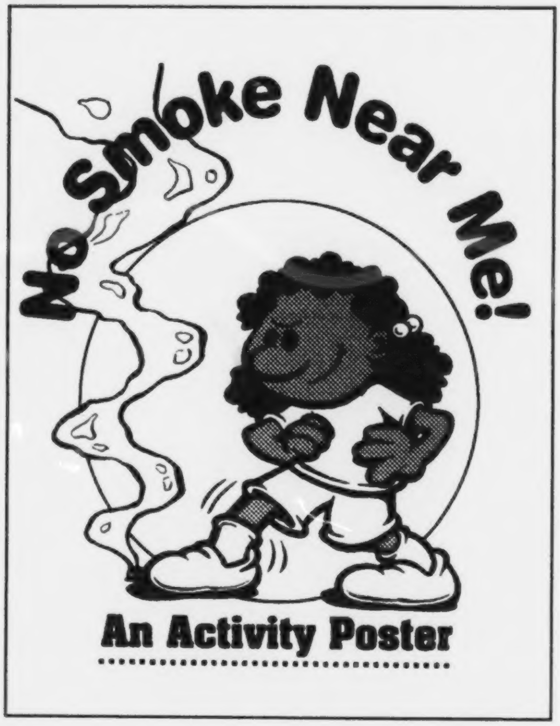
Secondhand Smoke

Date: ____________________

Dear Family:

As part of the *Actions for Health* curriculum, our class is learning about the dangers of tobacco use. As you probably know, research indicates that smoke from other people's cigarettes is harmful to those who breathe it.

Even if some family members smoke, you may want to talk with your child about the dangers of tobacco use. One option for families with smokers is to decide on places in the home that will be smoke free. Your child has an activity poster to share with you. The poster can help you identify smoke-free areas in your home.



Sincerely,

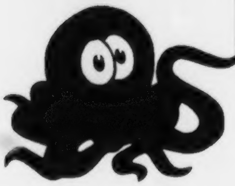
____

UNIT VI

Decisions About Safe Bicycling

LESSON

23



Riding Safely

Objective

Students will be able to differentiate between safe and unsafe behaviors when riding a bicycle.

Time

Two class periods.

Overview

Unit VI: Decisions About Safe Bicycling begins with a lesson on bicycle safety. Safe riding behaviors are outlined, and protective equipment is passed around in class. Students learn hand signals and discuss traffic signs and rules of the road. They then read an illustrated booklet that tells the story of one child's decision to wear a helmet. The teacher leads a discussion about other kinds of protective gear. Then a worksheet challenges students to use what they've learned to identify safe and unsafe bike riding behaviors.

Note: Bike safety is an important safety issue for many children in this country. If your students don't ride bikes in general, you may choose not to emphasize bike safety and emphasize other things such as wearing protective gear with certain sports and activities, including skateboarding, being safe on the subway or buses, etc.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:
- ✓ One or more bicycle helmets.
- ✓ A piece of reflective clothing or reflective tape.
- ✓ Flashlight.
- ✓ *A Helmet for Harry* student booklet, one for each student.
- ✓ Red pencil or crayon, one for each student.
- ✓ Cassette *or* record player and lively march music (optional).

COPY:
- ✓ **What's Wrong with This Ride?** worksheet, one for each student.
- ✓ **When You Learned to Drive** worksheet, one for each student (optional).
- ✓ **Bicycle Safety** letter, one for each student.

MAKE:
- ✓ Transparencies or posters of **Riding** (two pages).
- ✓ Transparency or poster of **Hand Signals.**
- ✓ Transparency or poster of **Traffic Signs.**
- ✓ Transparency or poster of **Play Safe.**

REVIEW:
✓ **What's Wrong with This Ride? *Key.***

Procedure

■ Begin this unit by asking students how many of them have bicycles. Note that this question needs to be handled sensitively. Acknowledge that many children do not ride bikes for a variety of reasons. Some live in big cities, some in hilly areas; some just aren't interested. However, point out that even if they don't ride bikes now they may someday.

If appropriate for your students, add that many of the things they'll be discussing about bike riding also apply to skateboarding. Many of the safety decisions and rules are the same.

Ask students the following questions:

- How many of you ride your bike (or skateboard) to school?
- How many of you ride your bike to the store or the library?
- How many of you ride your bike with your friends?
- Where else do you ride your bike?

Tell students that in many ways riding a bicycle is like driving a car. Have students brainstorm ways that riding a bicycle and driving a car are alike. Ask students why people who drive cars must make safe decisions about driving (to avoid crashes and injuries).

Point out to students that bicycle riders also make many decisions about safety. Ask students to suggest some safety decisions that bicycle riders make. Accept all reasonable answers.

■ Show students the **Riding** transparencies or posters. Each page illustrates two safe bicycle riding behaviors and the corresponding unsafe riding behaviors.

Explain to students that these are some of the choices that bicycle riders make. For example, a bike rider can choose a safe behavior like steering with both hands on the handlebars or an unsafe behavior like steering with only one or no hands on the handlebars. Ask students:

- What might happen if a person drove a car without holding onto the steering wheel?
- What might happen if a bike rider rode without holding onto the handlebars?

Discuss each of the behaviors illustrated on the posters: helmet use, reflective clothing, keeping hands on the handlebars, riding with a passenger. Discuss the possible consequences of each of the unsafe behaviors. Then help students understand that the safe behavior is the best decision.

As you discuss safety behavior about wearing a bicycle helmet, pass around a bike helmet. Encourage students to try it on. Discuss with them how a bike helmet helps keep you safe. (It prevents your head from being seriously injured if you fall or collide with a person or object.)

When discussing safety behavior about wearing reflective clothing at night, show students the reflective clothing (or tape) you have brought to class. Then turn off the lights and shine a flashlight on the reflective surface so students can see how it glows in the dark.

■ Ask students if they've ever watched an adult drive a car. Ask students what kinds of things people do when they're driving. Accept all reasonable responses.

Point out that most of the time car drivers drive straight ahead. But sometimes they don't want to drive straight. They may want to stop or turn or change lanes. Drivers can't talk to other drivers while they're driving, but they do have a way to communicate with each other.

Ask students how the driver of one car tells the driver of another car that she or he is going to stop. (The driver steps on the brakes and a brake light lights up. If the brake light is not working, the driver can use a hand signal.)

How does the driver of one car tell the driver of another car that she or he is going to turn right? (The driver puts on the turn signal on the right side to show that she or he is turning right. If the turn signal doesn't work, the driver can use a hand signal.)

How does the driver of one car tell the driver of another car that she or he is going to turn left? (He or she puts on the turn signal on the left side. If the turn signal doesn't work, the driver can use a hand signal.)

Ask students what would happen if drivers didn't use signals to tell other drivers what they were going to do. (There would be a lot more car crashes and injuries.)

Explain to students that using signals is also important for bicycle riders. Because bicycles don't have turn signals on them, riders have to use hand signals. Hand signals tell other bicycle riders and car drivers what you are going to do. Making hand signals is a safe choice. When you let others know what you're doing, they won't accidentally run into you.

- Show students the **Hand Signals** transparency or poster. Demonstrate each hand signal, and have students practice them several times. Divide the class into small groups, and tell each group to invent a clue to help students remember each signal. Have groups share their clues with the rest of the class.

- Show students the **Traffic Signs** transparency or poster, and discuss what each sign means. Tell students that traffic signs are part of the rules of the road that both bicycle riders and car drivers must follow. Many of these rules are laws.

Point out that some of the decisions about safe or unsafe riding are also decisions about obeying the law. For example: Riding with a friend on the handlebars is not only unsafe; it may be against the law. Not stopping at a stop sign or red light is breaking a law. In some areas, riding without a helmet is against the law.

Note: Check with the local police department to determine what the laws are for bicycle riders in your community.

- Distribute the student booklet *A Helmet for Harry*. Have students read the book in groups or individually. Then have students discuss the story in groups.

Tell groups to discuss Harry's feelings about helmets. Ask them to discuss why Harry didn't want to wear a helmet at first and why he finally decided he wanted one.

Encourage students to take the booklets home and read them with their families. Be sure to tell students they need to return the booklets to you after they've shared them at home.

Note: You may want to use a check-out system for the booklets to be sure all booklets are returned.

- Show students the **Play Safe** transparency or poster. Ask students to identify the protective gear Omar Octopus is wearing (helmet, shin guards, knee pads, elbow pads, sports shoes, cleats).

Remind students of some of the protective gear for different activities mentioned in the story *A Helmet for Harry* (batting helmet for baseball, shin guards for soccer, knee and elbow pads and a helmet for skateboarding). Tell students that just as wearing a safety belt helps keep us safe in the car, wearing the right protective gear for other activities helps us play safe—and have more fun.

- Distribute the **What's Wrong with This Ride?** worksheet. Tell students to use their red pencil or crayon to draw a circle around any unsafe bike-riding behaviors and draw a line through the circle to resemble the international symbol for no. Then students should draw one or more pictures to illustrate safe riding behaviors.

Evaluation

Evaluate students' responses on the **What's Wrong with This Ride?** worksheet and in class discussion for their ability to differentiate between safe and unsafe riding behaviors.

Home/Family Involvement

Distribute the **Bicycle Safety** letter. Tell students to take this letter home with the *A Helmet for Harry* booklet.

Ask students to observe parents or other drivers as they drive, and to notice the things they do. Encourage them to talk to their families about driving behaviors that are related to safety.

Most automobile drivers do not use hand signals unless they have a mechanical problem with brake lights or turn signals. But fifty years ago, hand signals were common. Distribute the **When You Learned to Drive** worksheet (optional). Have students interview grandparents or other older adults who may have been driving when hand signals were the rule, not the exception.

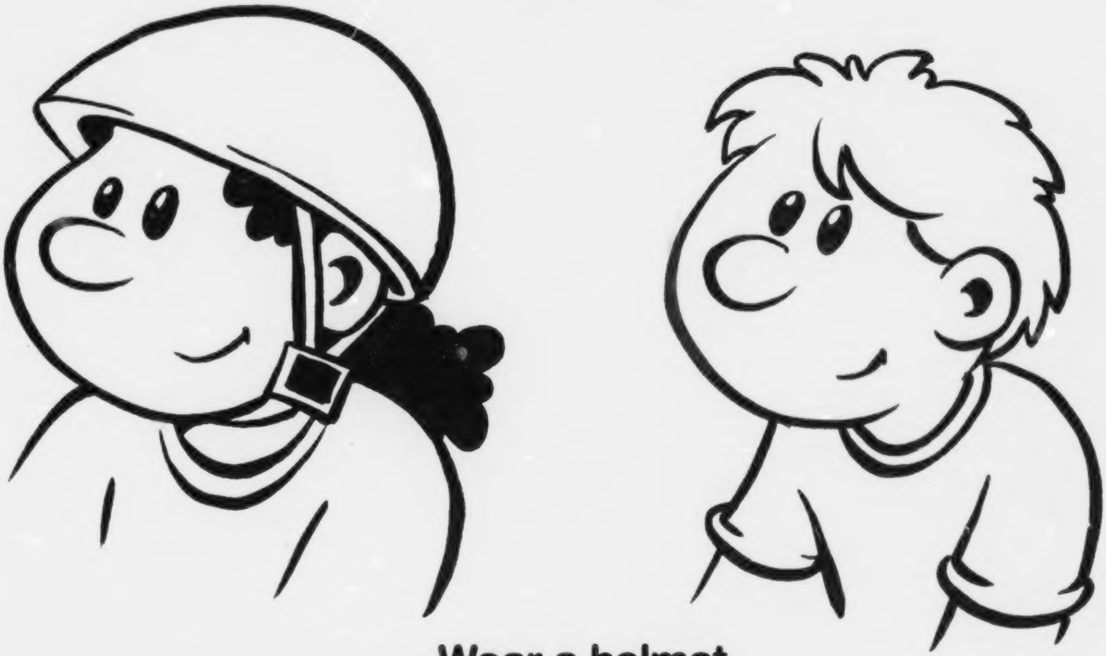
Follow-Up/Extension

For a school display, have students create posters that illustrate one safe bike riding behavior and its counterpart unsafe behavior. Ask students to create slogans to help other students remember the safe behavior.

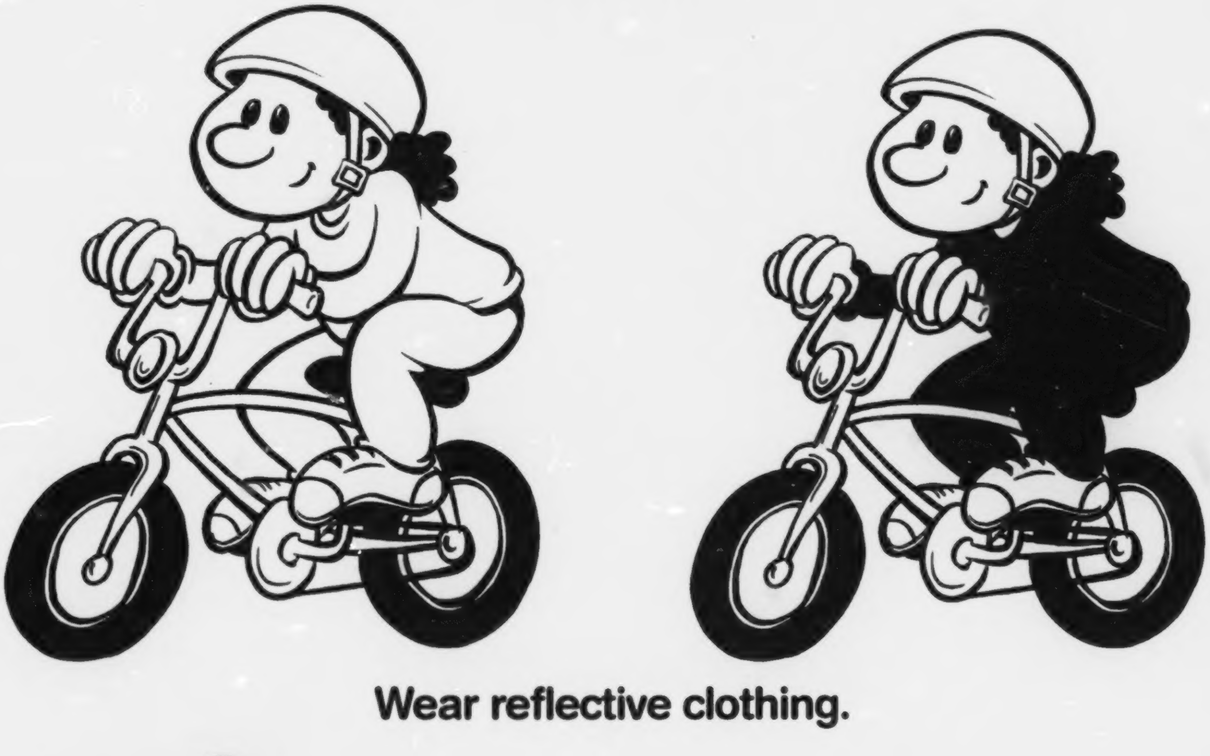
Push aside the desks to make an open area where students can move, or take students to the gym or a large open area. Using lively music, create a drill to give students the chance to practice the hand signals. See **Signal Drill** for ideas.

TEACHER

Riding



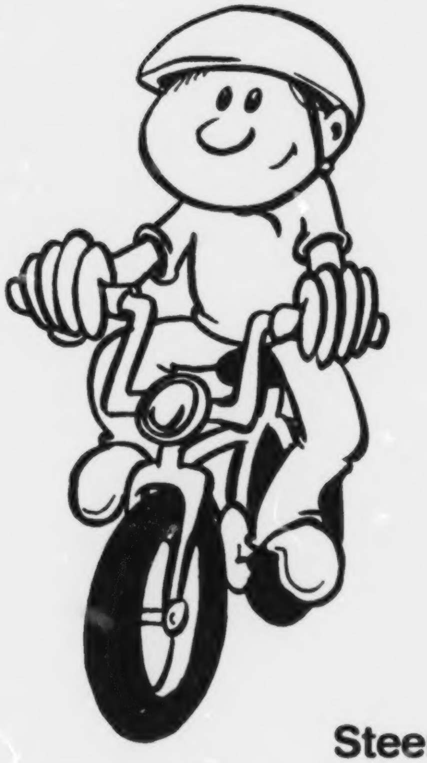
Wear a helmet.

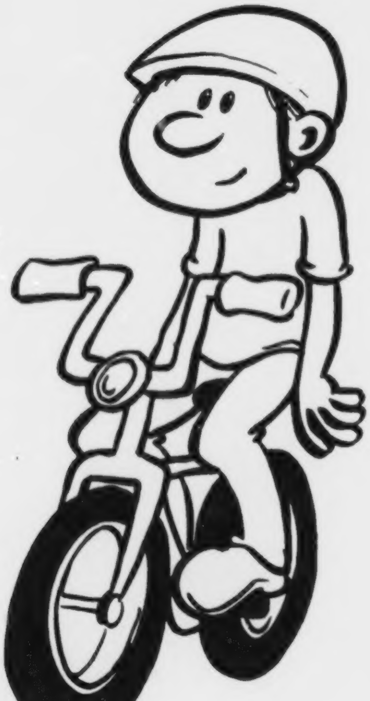


Wear reflective clothing.

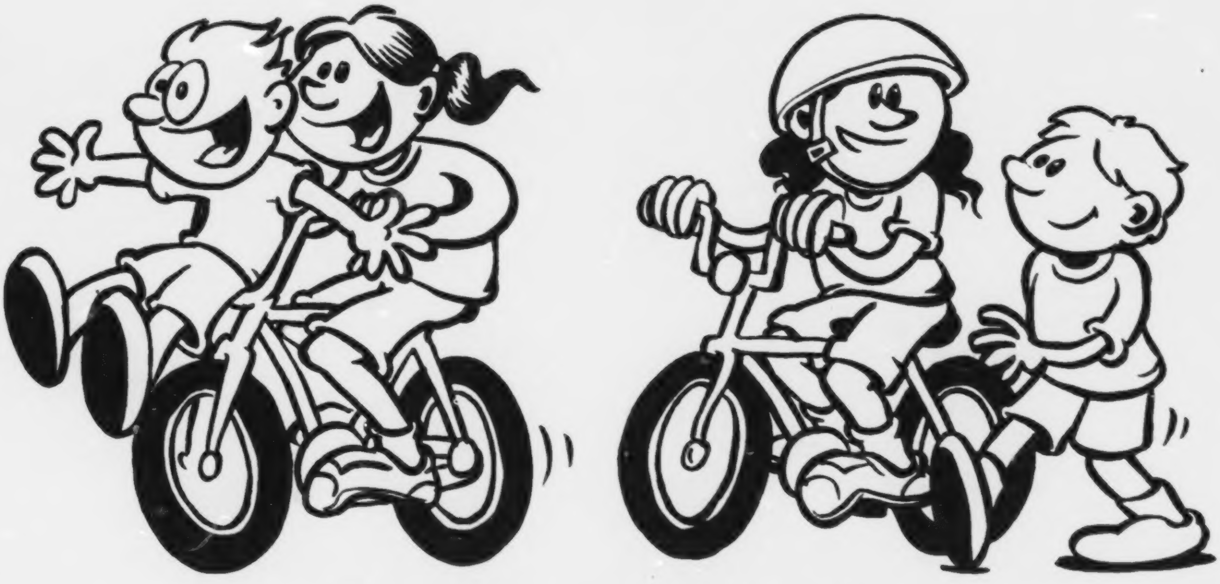
TEACHER

Riding





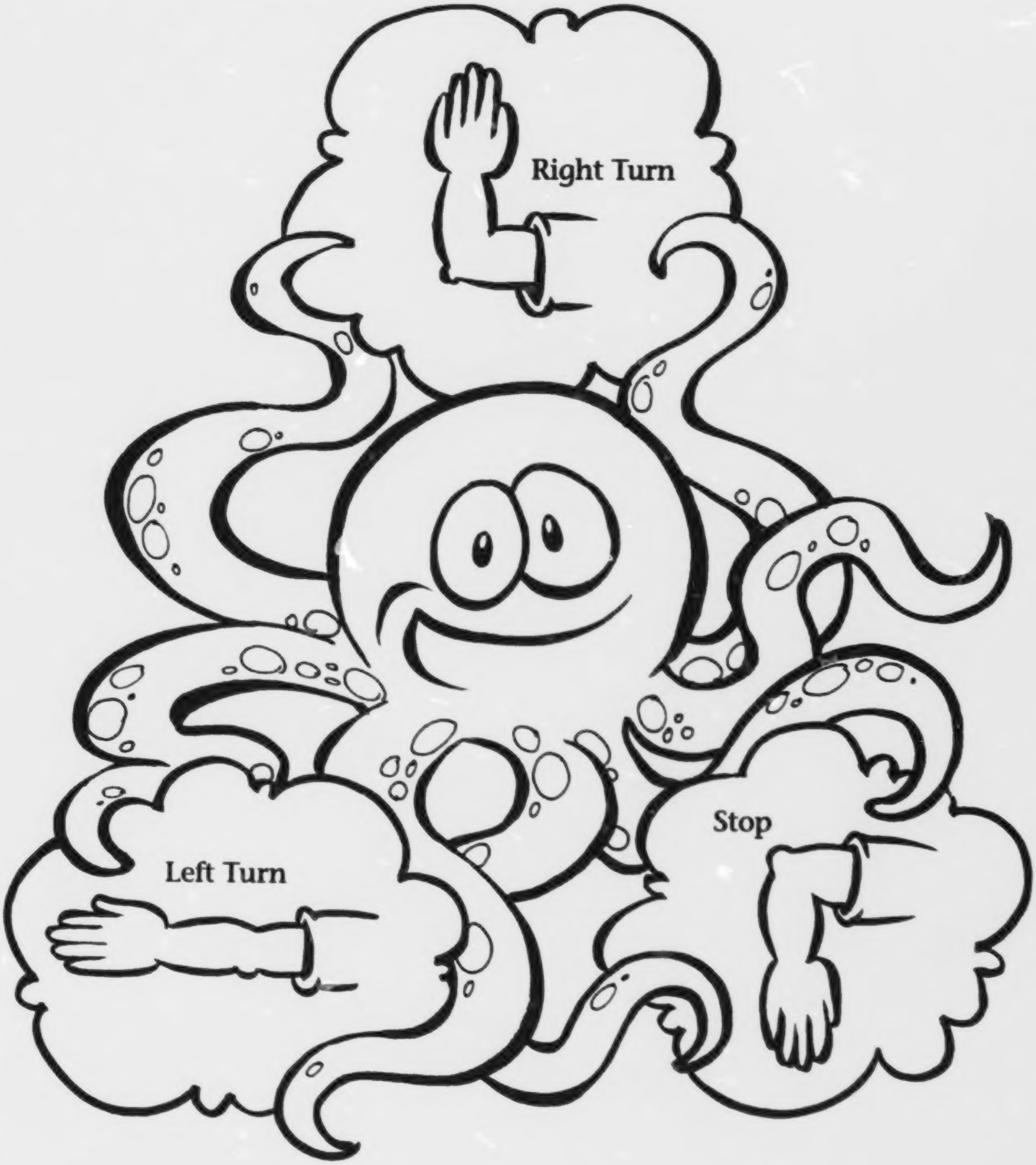
Steer with both hands.



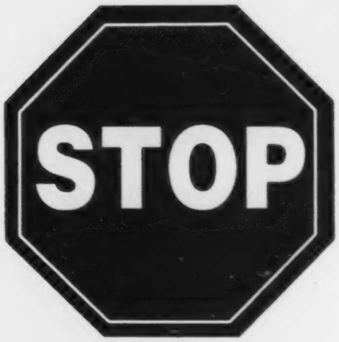
Only one person on the bike.

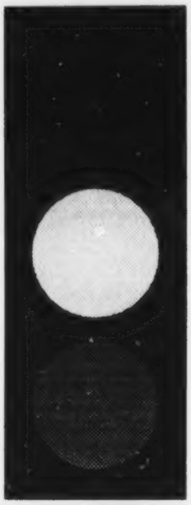
TEACHER

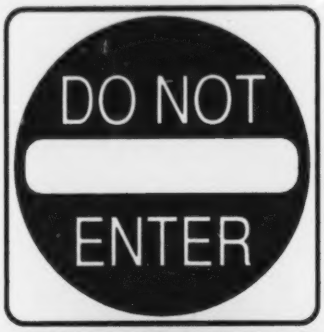
Hand Signals

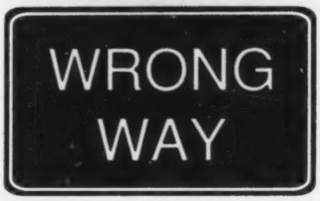

Right Turn
Left Turn
Stop

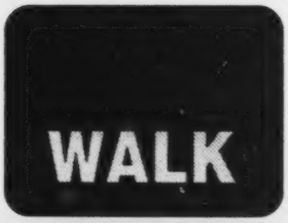
Traffic Signs

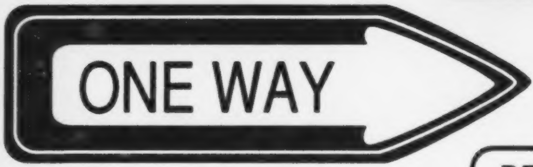


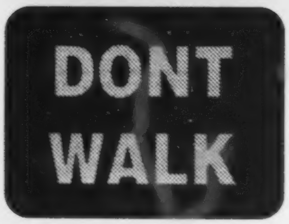


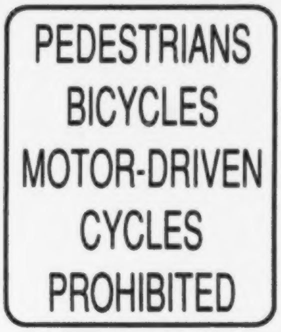

DO NOT
ENTER

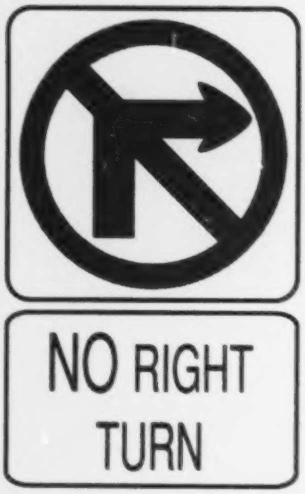


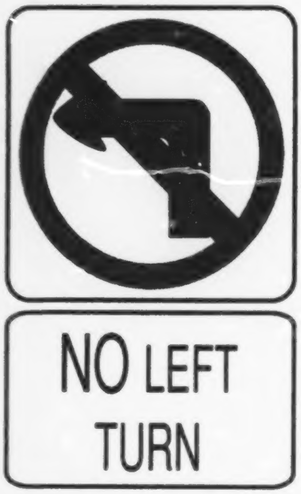


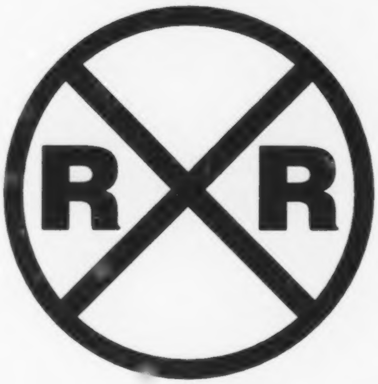





PEDESTRIANS
BICYCLES
MOTOR-DRIVEN
CYCLES
PROHIBITED


NO RIGHT
TURN

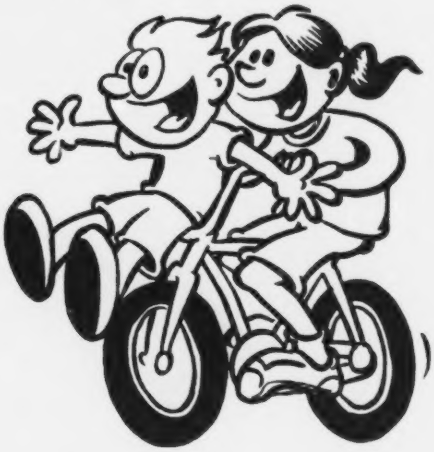

NO LEFT
TURN

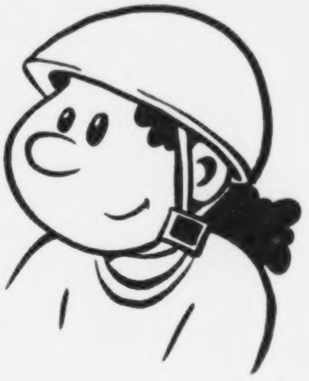


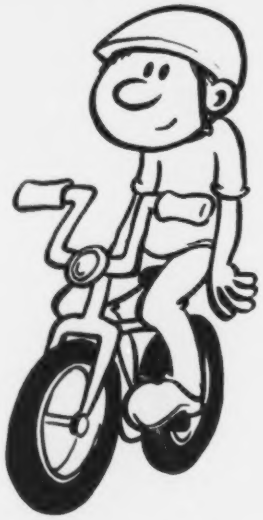
Name ______________________________

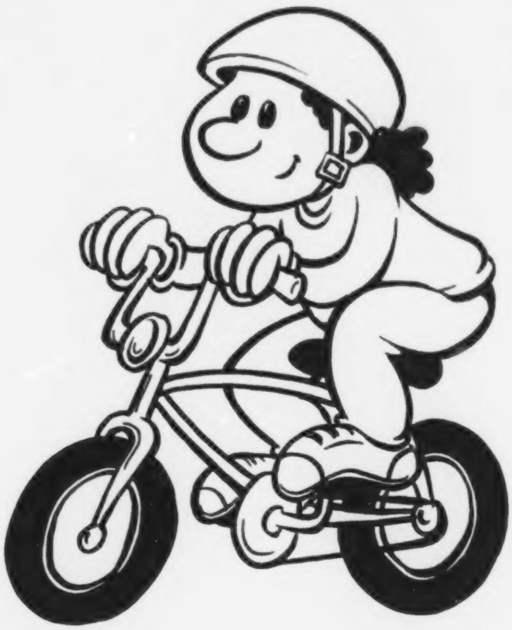
What's Wrong with This Ride?

Directions: Look at each of the pictures of bike riders. If the picture shows an unsafe bike-riding behavior, draw a red circle around the picture and then put a line through the circle. 🛇 Then draw your own picture to show a safe way to ride.







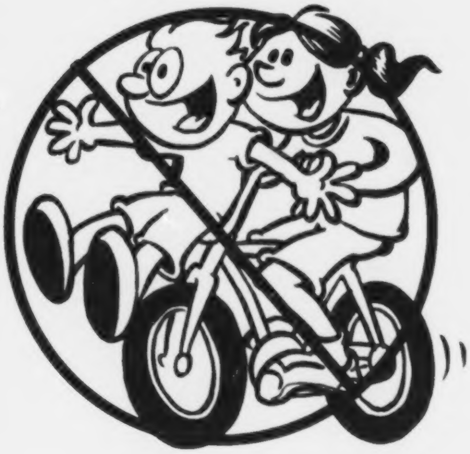


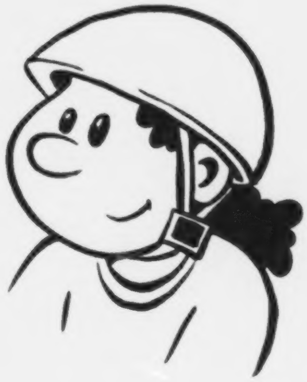
TEACHER

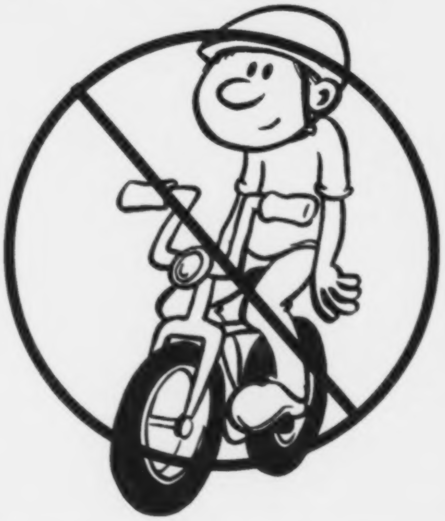
What's Wrong with This Ride?

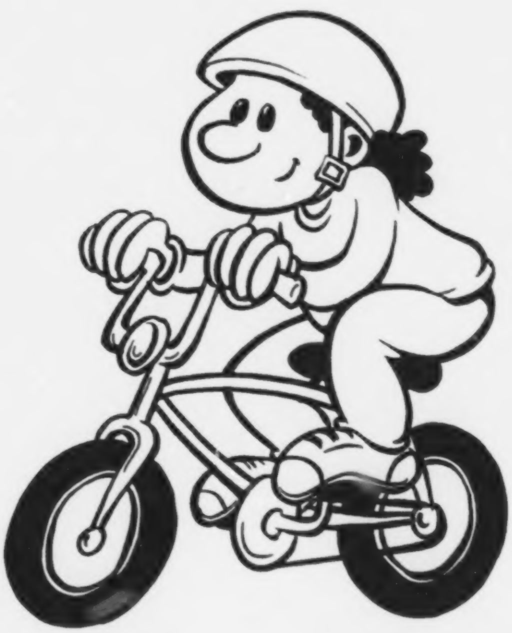
Key

Directions: Look at each of the pictures of bike riders. If the picture shows an unsafe bike-riding behavior, draw a red circle around the picture and then put a line through the circle. ⊘ Then draw your own picture to show a safe way to ride.









TEACHER

Signal Drill

Students: (March forward.)

Teacher: "Left turn signal."

Students: (Show left turn signal.)

Teacher: "Turn left."

Students: (Turn to the left, continue marching.)

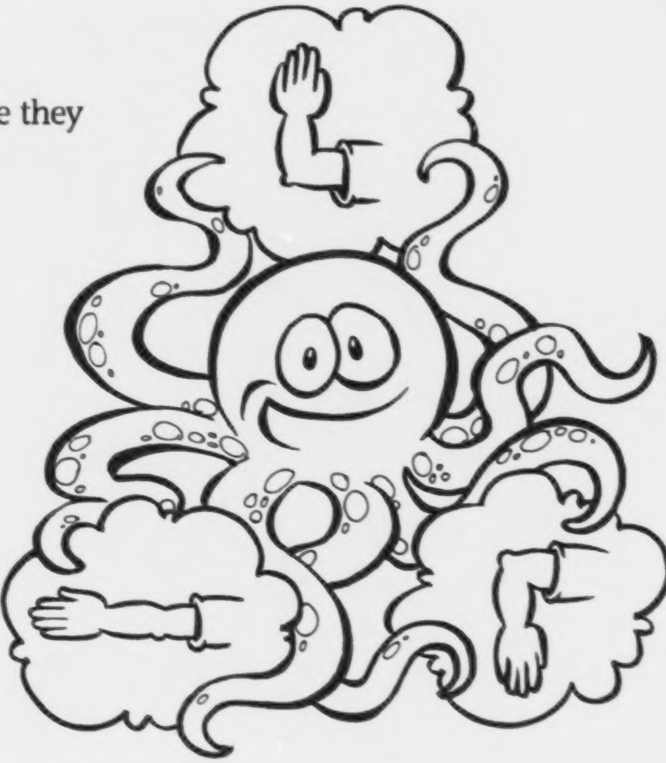
Teacher: "Show the signal for stop."

Students: (Continue marching while they show signal for stop.)

Teacher: "Stop marching."

Students: (Stop marching.)

Teacher: "Start marching."



Name ______________________________

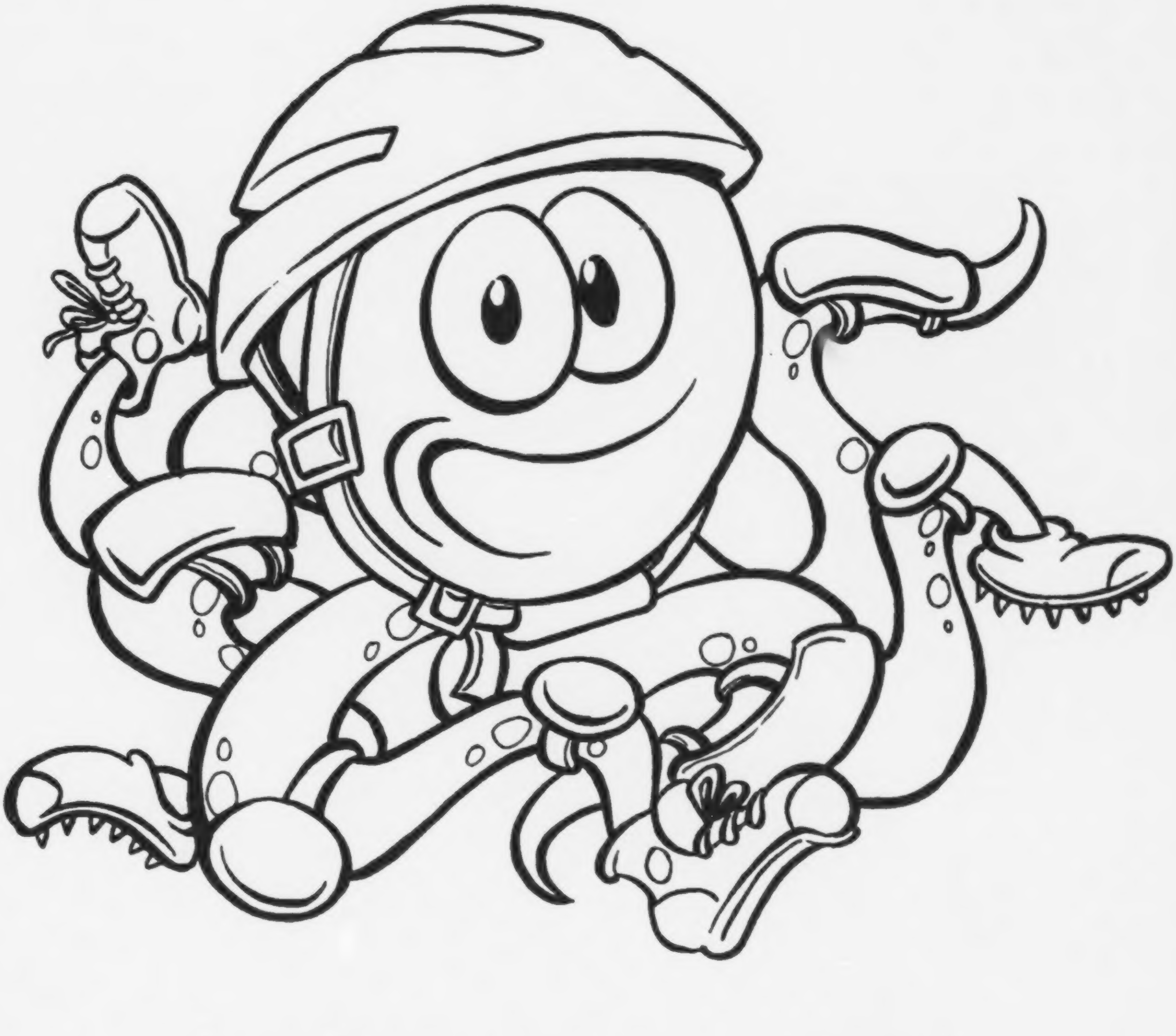
When You Learned to Drive

Directions: Ask an adult who learned to drive many years ago if she or he used hand signals when driving. Then ask these questions:

1. When did you learn to drive? ______________________________
2. What were cars like then? ______________________________
3. How was driving different then? ______________________________
4. What was it like using hand signals in the winter? ______________________________
5. Who taught you the hand signals? Did you learn them in school? from your family? from another driver? ______________________________

TEACHER

Play Safe



Wear the right safety equipment!

LETTER

Bicycle Safety

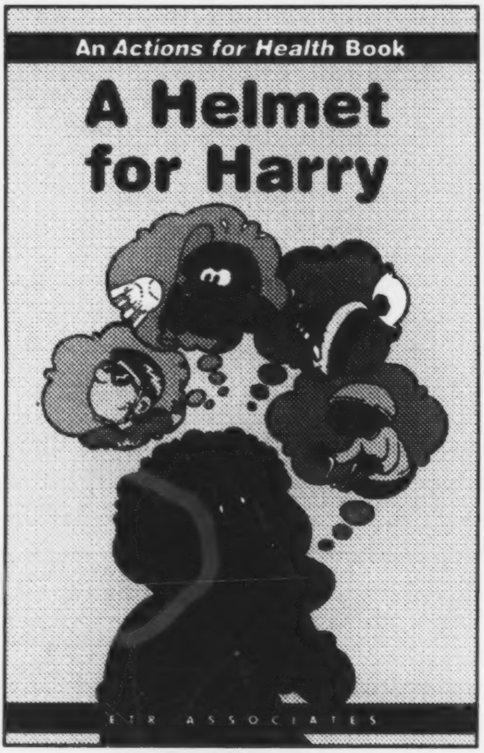
Date: ______________________

Dear Family:

Students are studying bicycle safety as part of the health curriculum. One of the behaviors emphasized in these lessons is the importance of wearing a helmet when riding a bike.

Head injuries are the leading cause of death in accidents involving bicycles. More than 1,000 people are killed in bicycle accidents each year, and 75 percent of these deaths are caused by head injuries.

Students have read a booklet in class about a boy who decides he wants to wear a bicycle helmet. Your child has brought this booklet, *A Helmet for Harry,* home to share with you.



Students are also learning to use hand signals when they ride.

In the next lesson, students will be learning about bike hazards and ways to avoid them. Your child will be asked to ride or walk one of his or her favorite bike rides with you to check for bike hazards.

I hope you enjoy sharing these activities with your child.

Sincerely,

____

LESSON

24

Avoiding Bike Hazards

Objectives

Students will be able to identify bicycle hazards. Students will be able to describe ways to avoid bicycle hazards.

Time

Two class periods.

Overview

In this lesson, students learn how to identify bicycle hazards and how to avoid them. After class discussion of hazards and safe ways to deal with them, students tour a nearby bike route. They use maps prepared by the teacher to make simple drawings of the hazards they observe.

When they return to class, the hazards are marked on a poster-sized map of the bike route. Students discuss how these hazards can be avoided, and complete a worksheet on hazards and ways to deal with them. Students take home a worksheet and map a favorite bike route with the help of their families.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

HAVE:

- ✓ Bike Route Map drawn on a transparency or posterboard. See **Mapping a Bike Route *Directions.***
- ✓ Marker or pencil, one for each student.
- ✓ Something hard for students to write on when they take their walk.

COPY:

- ✓ Bike Route Map, one for each student. See **Mapping a Bike Route *Directions.***
- ✓ **Safer Riding** worksheet, one for each student.
- ✓ **My Favorite Bike Ride** worksheet, one for each student.

MAKE:

- ✓ Transparencies or posters of **Bike Hazards** (two pages).

PREPARE:

- ✓ Plan a bike route near the school that students can walk to look for hazards. See **Mapping a Bike Route *Directions.***

REVIEW:

- ✓ **Bicycle Hazards *Teacher Background Information*.**
- ✓ **Safer Riding *Example.***

Procedure

■ Ask students what a *bike hazard* is. Explain that a hazard is something dangerous. A bike hazard is something that presents a danger to bicycle riders. Ask students to name or describe some bike hazards. Responses may include the following:

- parked cars
- dogs
- a hole in the road (pothole)
- loose gravel on the road
- speeding cars or trucks
- a branch on the road
- wet or icy pavement
- a bush at an intersection that creates a blind spot

■ Show students the **Bike Hazards** transparencies or posters. Review each of the illustrations. Divide the class into small groups, and ask students to discuss the following points in their groups.

- what the bike hazard is in each illustration
- what choices bike riders have about dealing with the hazard (They can choose to ignore the hazard or they can deal with it safely.)
- what could happen if a bike rider ignored the hazard
- how a bike rider could safely deal with the hazard
- what the best choice is

Help students understand that when they encounter a bike hazard, they have to decide whether to ignore the hazard or change their behavior to deal with the hazard safely.

See the **Bicycle Hazards** ***Teacher Background Information*** for a list of some hazards, potential problems and safe solutions to help you guide this discussion.

■ Distribute the **Safer Riding** worksheet. Have students work on it in their groups or individually. Tell students to pick two or three of the bike hazards pictured. Tell students to identify the hazard and answer the questions about each hazard they pick.

■ Distribute copies of the Bike Route Map you made. Explain to students that today the class will be walking the route shown on the map to identify any bike hazards. They will walk on one side of the street during the first part of the walk. Then they'll walk on the other side of the street coming back.

Students will look at both sides of the street for bike hazards. Advise students to bring along a book (or something hard they can write on) and a pencil or marker.

If students need assistance, orient them to the map as you begin the walk. Depending on your class, you may want to do the walk as a large group activity or have students work in pairs to identify bike hazards. Have students make simple illustrations at the appropriate spots on their maps to indicate the hazards they observe.

■ When the students return to the classroom, transfer all the hazards identified onto the transparency or posterboard version of the Bike Route Map. Discuss with students the hazards they observed and safe alternatives they might choose if riding this bike route.

Evaluation

Assess students' responses on the **Safer Riding** worksheet for their ability to identify bicycle hazards and describe ways to avoid them.

Home/Family Involvement

Distribute the **My Favorite Bike Ride** worksheet. Tell students to take this worksheet home and discuss it with family members. Tell them to draw a map of a route they frequently ride and map out the bike hazards they find there, with help from their families.

Follow-Up/Extension

Have students create posters to advertise locations of bike hazards in the neighborhood near the school to schoolmates. Tell them to illustrate the posters and include advice on how to deal with the bike hazards safely.

TEACHER

Bicycle Hazards

Teacher Background Information

Hazard	Possible Problems	Safe Behaviors
Loose rocks or gravel, branches, other objects or holes in the road.	You could hit the object, lose control of your bike and fall. You could damage a tire.	Walk your bike on rocky or littered surfaces. Take a route that has a more even surface.
Tall bushes or trees that block your view of a cross street.	You may not see oncoming cars.	Walk your bike forward until you can see the street.
Riding on a street with lots of traffic.	A car or truck driver may not see you and could hit you or side-swipe your bike.	Avoid riding on this street when it's busy.
Riding out from between parked cars.	Cars can't see you until it is too late.	Use crosswalks and intersections.
Riding where there are people walking or playing.	If someone runs into your bike, they could knock you off.	Walk your bike in areas where there are lots of people on the walkway.

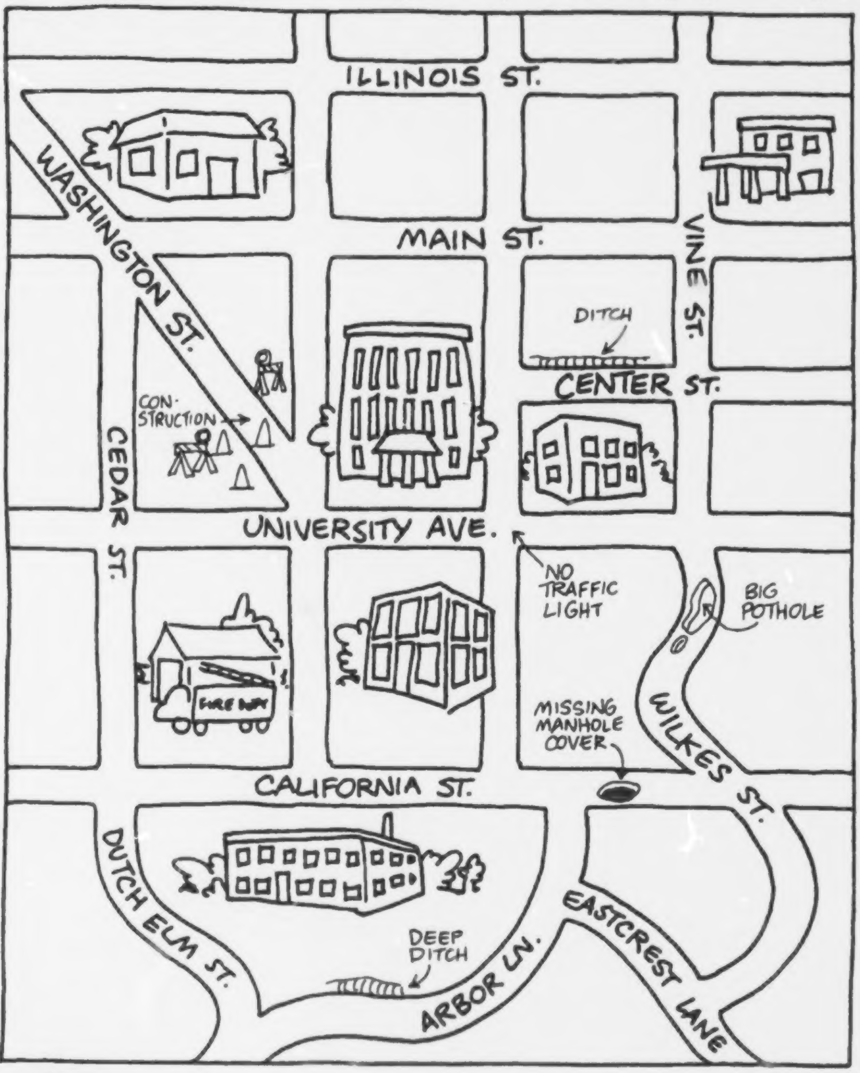
TEACHER

Mapping a Bike Route

Directions

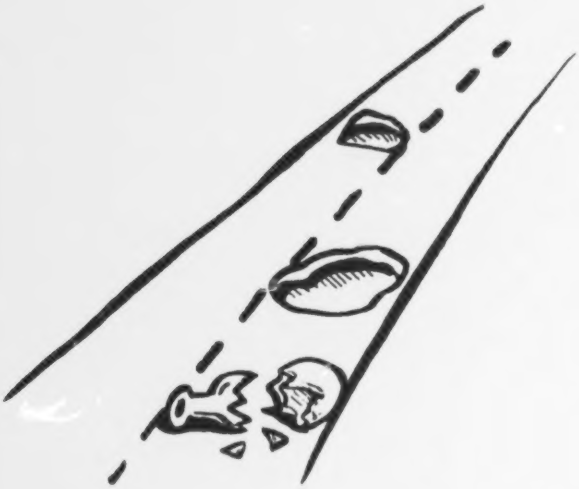
Before doing this activity, you need to identify a bike route that is close to the school and has three or more bicycle hazards for students to identify. The hazards need not be limited to those discussed in this lesson. For example, a missing manhole cover or an intersection with road construction would be excellent examples of bike hazards.

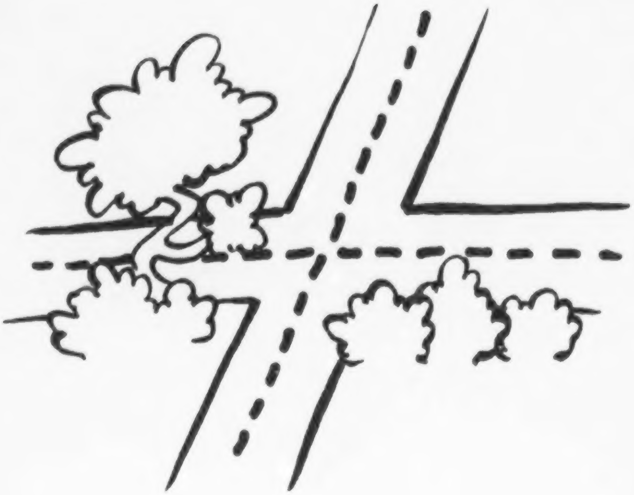
After you have determined the route, which should be two to three blocks long, create a map of the route on 8-1/2" x 11" paper. Make a copy for each student. Then copy the map on a transparency or on a large piece of posterboard.

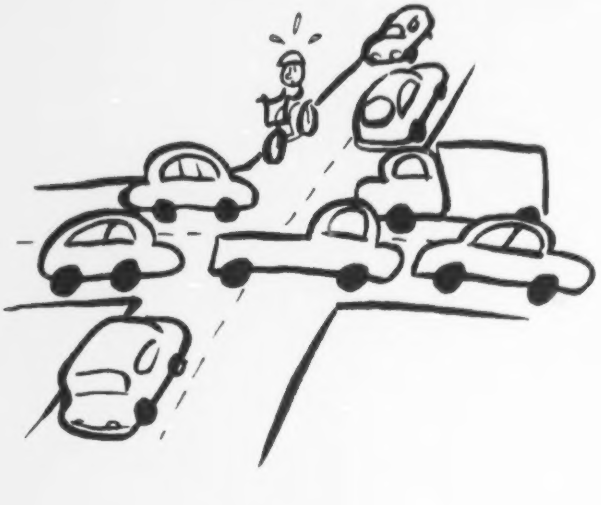

ILLINOIS ST.
WASHINGTON ST.
MAIN ST.
VINE ST.
DITCH
CENTER ST.
CON-STRUCTION
CEDAR ST.
UNIVERSITY AVE.
NO TRAFFIC LIGHT
BIG POTHOLE
FIRE DEPT
MISSING MANHOLE COVER
WILKES ST.
CALIFORNIA ST.
DUTCH ELM ST.
DEEP DITCH
ARBOR LN.
EASTCREST LANE

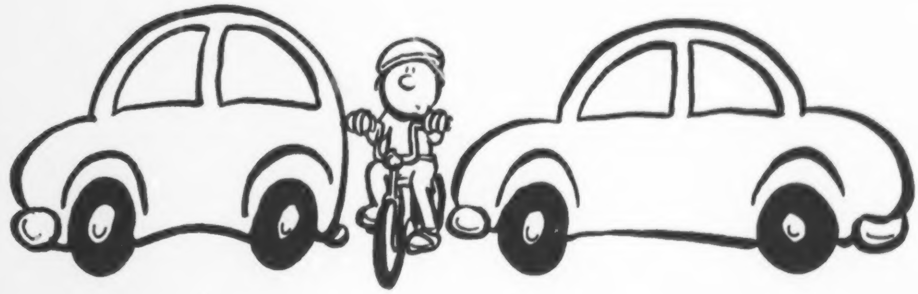
TEACHER

Bike Hazards





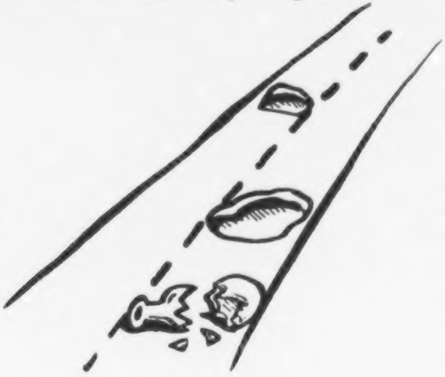




Name______________________________

Safer Riding

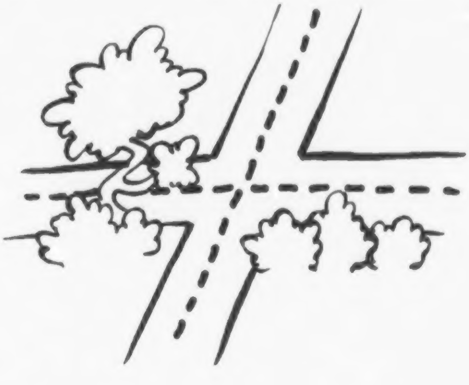
Directions: Four bike hazards are pictured. Pick two or three of the hazards and answer the questions for each hazard you pick.



Bike Hazard 1

1. What is the hazard? ______________________________
2. Why is this a hazard? ______________________________
3. What is one thing you could do to deal with this hazard safely?________

____



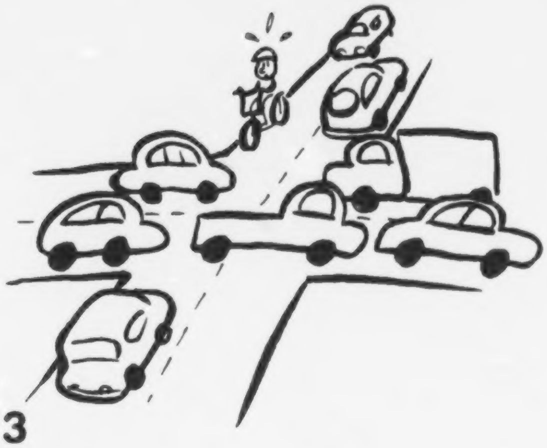
Bike Hazard 2

1. What is the hazard? ______________________________
2. Why is this a hazard? ______________________________
3. What is one thing you could do to deal with this hazard safely?________

____

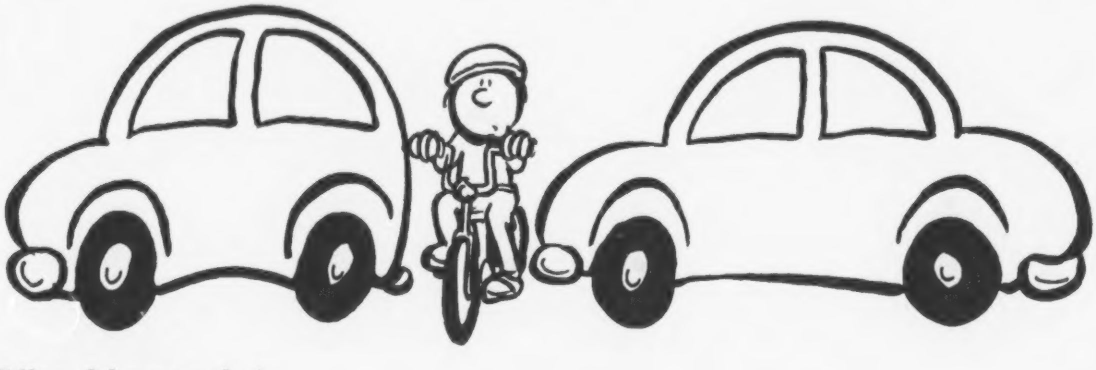
Name ____________________

Safer Riding (continued)



Bike Hazard 3

1. What is the hazard? ____________________
2. Why is this a hazard? ____________________
3. What is one thing you could do to deal with this hazard safely? ____________________



Bike Hazard 4

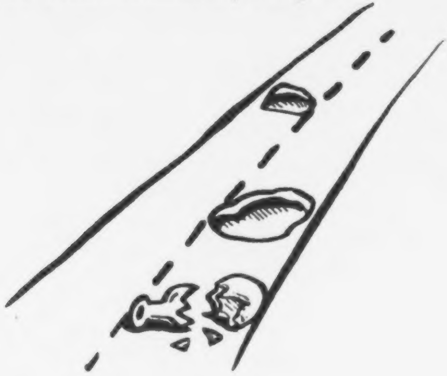
1. What is the hazard? ____________________
2. Why is this a hazard? ____________________
3. What is one thing you could do to deal with this hazard safely? ____________________

TEACHER

Safer Riding

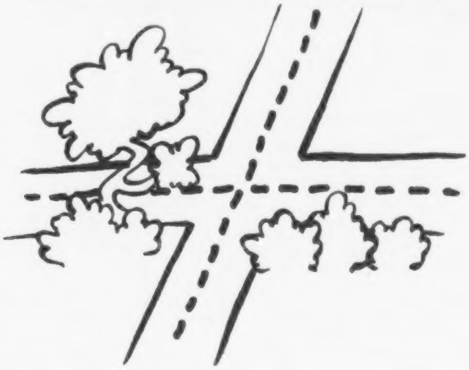
Example

Directions: Four bike hazards are pictured. Pick two or three of the hazards and answer the questions for each hazard you pick.



Bike Hazard 1

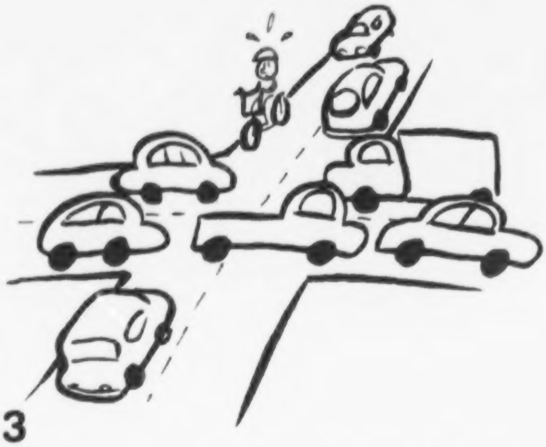
1. What is the hazard? ***holes and broken bottle in the road***
2. Why is this a hazard? ***You could fall or damage a tire.***
3. What is one thing you could do to deal with this hazard safely? ***Walk your bike around the holes and the bottle.***



Bike Hazard 2

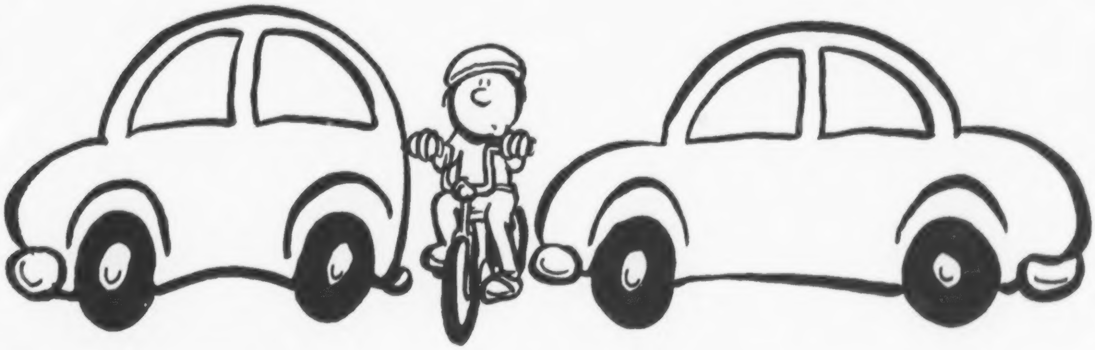
1. What is the hazard? ***bush blocking the view of the intersection***
2. Why is this a hazard? ***You can't see cars coming and they can't see you.***
3. What is one thing you could do to deal with this hazard safely? ***Look carefully. Walk your bike around the bush and look again.***

Safer Riding (continued)



Bike Hazard 3

1. What is the hazard? ***a busy intersection***
2. Why is this a hazard? ***It has too many cars.***
3. What is one thing you could do to deal with this hazard safely? ***Stay away from this street.***



Bike Hazard 4

1. What is the hazard? ***riding out from between parked cars***
2. Why is this a hazard? ***Cars can't see you coming.***
3. What is one thing you could do to deal with this hazard safely? ***Don't ride between the cars. Use the crosswalk at the intersection.***

Name ______________________________

My Favorite Bike Ride

Directions: Think about the streets where you often ride your bike. Discuss the ride with your family. Ask them to walk or ride along the streets with you. Are there any bike hazards? What are they? Where are they? Draw a simple map of your bike ride on this page. Then mark the bike hazards you noticed.

UNIT VII

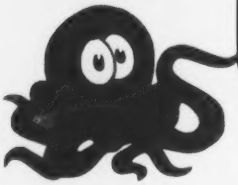
Decisions About The World

RECYCLE
CANS

LESSON

25

What Is Pollution?



Objective

Students will be able to illustrate air, water and land pollution.

Time

Two class periods.

Overview

Unit VII: Decisions About the World contains three lessons about environmental health. Ultimately, the ability of each of us to live a healthy life depends on all of us working together to protect the sources of life—our land, air, and water. This lesson is intended to help students understand what pollution is, how it endangers our health, and what we can do to prevent it.

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With the help of visual aids, the teacher introduces students to some primary sources of air, land and water pollution. Students then work on collages that illustrate each type of pollution.

Integration

Art, science, social studies.

Teacher Materials and Preparation

HAVE:

- ✓ Paper for collages, one piece for each group of three or four students.
- ✓ Old magazines for students to cut pictures from.
- ✓ Art supplies (crayons or markers) for students.
- ✓ Scissors and glue for students.

PREPARE:

- ✓ Toy car, toy truck and a picture (or model) of a factory with a tall smokestack to demonstrate air pollution.
- ✓ Picture (or model) of a factory; box, bag or bottle (can be empty) of weed killer or fertilizer; and bottle or box of washing detergent to demonstrate water pollution.
- ✓ Small plastic bag of food scraps, plastic rings from a six-pack of soft drinks or beer, piece of newspaper, aluminum can, plastic milk jug or soft drink bottle, and Styrofoam fast-food container or packing material to demonstrate land pollution.

Procedure

■ Write the term POLLUTION on the chalkboard. Ask students if they know what *pollution* means. Help them develop a working definition such as this: Pollution is anything that dirties or poisons water, air, or land.

Ask students why pollution is unhealthy. (If air, water or land is not healthy, it affects the health of the people who breathe the air, drink the water and live on the land.)

Explain that usually when people speak about pollution, they are talking about pollution that affects a city, a country or the whole world. But pollution can occur anywhere.

Tell students that their classroom is a small part of the world environment. Ask how the classroom could become polluted. Responses might include the following:

- someone leaving trash or food on the floor or in a desk
- someone smoking in the room
- someone using a poisonous cleaner in the room

Explain that there are several types of pollution. In today's class, students will learn about three of the most important kinds.

■ Show students the three objects associated with air pollution (car, truck, factory), and ask students to identify them. Ask students what *car exhaust* is. Explain that cars and trucks need to burn gasoline to run. When gasoline is burned, it produces a dangerous gas (carbon monoxide) that goes into the air.

Explain to students that factories burn coal. Burning coal produces smoke and this smoke contains poisonous gases that pollute the air. Tell students that whenever someone burns something, the burning contributes to air pollution. Many communities have banned burning leaves. In the United States, all new cars are made to burn a cleaner kind of gasoline than older cars.

■ Have students identify the three objects associated with water pollution (weed killer/fertilizer, factory, detergent). Explain that fertilizers and weed killers help us grow more and better foods as well as keep our lawns looking nice. But fertilizers and weed killers contain some very poisonous chemicals. Sometimes these chemicals get into our water supply, and this can cause problems.

Tell students that many factories are located next to a river or lake. When factories produce something, they sometimes end up with chemicals that they have to throw away. If factories dump their waste chemicals into water, the chemicals pollute the water.

Tell students that even many of the cleaning products used in our homes can pollute the water. These products have chemicals in them, too.

■ Have students identify the objects associated with litter (one kind of land pollution). Explain to students that when trash is not thrown away properly, litter is created. Ask students if they've seen any of these objects as litter. How does litter make them feel? Do they like it?

Explain that different things happen to litter:

- Some kinds of garbage, like food, decompose.
- Other kinds of garbage, like cans, newspapers and plastic bottles, can be recycled. *Note:* Styrofoam can be recycled if your local recycling center is equipped to do so. Most are not.
- Some kinds of garbage cannot be recycled.

Tell students that plastic rings from six-packs of beverages end up in lakes and rivers and on the ground. Although these plastic rings don't poison the water, they can kill animals and birds. Animals and birds can't see the rings. When an animal or bird dives into the water, its neck can get caught in a ring. The animal may drown or suffocate because it doesn't know how to get the plastic ring off its neck.

■ Ask students: Should you worry about pollution? Does it affect your life? Discuss their responses.

Explain that air pollution is very unhealthy. It is bad for the lungs, nose and throat. In fact, when air pollution is especially bad, experts warn people with breathing problems to stay indoors. Air pollution also causes people's eyes to burn.

Water pollution is very unhealthy. If you drink water that is polluted, you can get very sick. Polluted water also kills fish and animals.

Litter is very unhealthy. It is ugly, dangerous and can lead to sickness, since rats and other animals that carry diseases like to hang around in places where there is lots of litter.

- Divide the class into small groups. Distribute paper, old magazines, art supplies, scissors and glue to each group. Tell groups to create a collage that shows three types of pollution—air, water and land. If time allows, have groups share their collages with the class.

Evaluation

Assess students' work on the collages for their ability to illustrate different types of pollution.

Follow-Up/Extension

Adopt a playground, park or beach. Select a littered site in your community and invite students to participate in cleaning up the area. Or invite students to participate as a class in a community spring clean-up project.

Ask students if they have ever heard of *noise* pollution. Explain that loud noise is pollution as well. It can cause hearing loss. Have students make posters to discourage noise pollution. An example might be a poster of a radio with the headline "Turn the Sound Down."

Suggested Resources

50 Simple Things Kids Can Do to Save the Earth. The EarthWorks Group. Berkeley, CA: The Earthworks Press. Provides background information as well as practical suggestions for improving the environment.

LESSON

26

Getting Rid of Garbage

Objective

Students will be able to identify ways to reduce, reuse and recycle items to save energy and protect the environment.

Time

One class period.

Overview

This lesson continues the theme of environmental health, with a focus on positive steps that each of us can take. A discussion introduces three basic ways of protecting our environment: reducing what we use, reusing what we have, and recycling what we can no longer use ourselves. Students are encouraged to brainstorm ways in which these three ideas are applicable in their own lives, at school and at home. Students bring items from home and suggest ways to reduce, reuse or recycle them.

Integration

Science, social studies.

Teacher Materials and Preparation

HAVE:
✓ A sock with a hole in it.

Procedure

■ Write the following sentence on the board. IF I WERE IN CHARGE OF THE WORLD, I'D KEEP IT CLEAN BY.... Have students complete the sentence orally.

Tell students that the United States produces a lot of garbage. In fact, every year in America we produce about 1,500 pounds of garbage for every person. That's about as much as 20 to 25 third graders weigh all together!

Explain that many people are concerned about the amount of garbage we produce because getting rid of garbage can be a problem. We can burn garbage, let garbage pile up or bury garbage. Ask students the following questions.

- If we burn garbage, it contributes to what kind of pollution? (air pollution)
- If we just let garbage pile up in the streets or alleys or on empty land, what kind of pollution is that? (litter/land pollution)
- What is a landfill?

Explain that a lot of the garbage we produce is buried in landfills. Landfills are special places where garbage can be safely buried. But if we make too much garbage, someday we will run out of places to bury it.

Point out that people are also concerned that we're wasting things like water and energy. If we waste water and energy now, sometime in the future people may not have the water and energy they need.

■ Tell students that, fortunately, there are three things we can do to create a cleaner, healthier environment and to stop wasting our valuable resources like water and energy.

Write the terms REDUCE, REUSE and RECYCLE on the board. Help students develop a working definition for each term, similar to the following:

- *Reduce*—Cut down on the amount of things we use, especially water, electricity and gasoline. And reduce the amount of things we throw away.
- *Reuse*—Use something more than once. In fact, use it as many times as possible.
- *Recycle*—Make sure that objects that can be made into new products (like aluminum, glass and newspapers) are taken to a recycling center.

■ Ask students to brainstorm some ways to *reduce*—use less of some things. Then turn off the lights in the classroom. Ask students what causes the lights to work. Write the word ENERGY on the board. Have students name things they think might use energy. Be sure they include the following points:

- Energy keeps lights on and runs televisions, radios and household appliances.
- Energy runs cars, trucks and buses.
- Energy heats and cools buildings.
- Energy cooks food.

Ask students how they could reduce their use of energy. Answers may include the following:

- Turn off lights and appliances when you're not using them.
- Ride a bike or walk instead of riding in a car. In the winter, keep the house cooler and wear a sweater instead of turning the furnace up higher.
- Don't hold the refrigerator door open while you decide what you want.

Explain to students that they can also reduce the amount of garbage they throw away by fixing things that are broken or torn. Show them a sock with a hole in it. Point out that one choice would be to throw the broken or torn object away. What is another choice—a choice that would help reduce the amount of garbage? (Mend or repair the object.)

Ask students to name some things they threw away in the last few days. List the items on the board. Ask students how they might have reduced the amount of garbage they threw away. Write their suggestions on the board. Ideas might include:

- Ask parents to help you fix something rather than throwing it away and buying a new one.
- Use one napkin instead of two at a meal.
- Use cloth napkins instead of paper.
- Use plastic or glass cups instead of paper cups for drinking.
- Instead of buying more toys, invent new games with toys you have.

■ Discuss the concept of *reuse*. Ask students for the names of things that are disposable. Use this list as a springboard for generating ideas about things that can be reused. Write student suggestions on the board. Ideas might include:

- Use both sides of notebook and art paper.
- Carry your lunch in a lunch box instead of in bags.
- Reuse (use over) plastic wrap, aluminum foil and plastic lunch bags.
- Store things in old shoe boxes when you're done storing your shoes in them.

■ Discuss the concept of *recycle*. Ask students to name some things that can be recycled. Ask students what things they or their families recycle. Do they have any ideas about how to make it easier to recycle? Write student suggestions on the board. Ideas might include:

- Help your family recycle newspapers, plastic, glass, aluminum and other metals.
- Rinse cans and bottles before recycling.
- Remind your families to recycle frozen food trays, pie plates and foil.
- Smash aluminum cans to save room.
- Separate glass by color—clear, brown and green—before going to the recycling center (not always necessary depending on the recycling system).
- Be sure all lids and corks are removed from bottles.
- Start a recycling program in your school.

Evaluation

Ask students to bring to class an item from home that they could reduce the use of, reuse or recycle. Have them tell the class how they could use less of the item, reuse it or recycle it. Evaluate students' presentations for their ability to identify ways to reduce, reuse and recycle.

Follow-Up/Extension

Begin a Broken Toy Club. Invite students to bring in broken toys. Let interested students examine the toy and come up with a plan for fixing it. If the plan is simple enough to be carried out in the classroom, let students complete the repair.

Start or expand a recycling program in your classroom or school. When you make more copies of a worksheet than you need, put the extras in a box that students can use for scratch paper; find new uses for paint jars and other containers that are emptied in the classroom; if students bring lunch from home, invite them to bring lunch boxes rather than paper bags or to recycle the bags for several days.

Take a trip to your local recycling center. See how materials—glass, paper, cans—should be organized for recycling.

Have students build a scale model of a recycling center.

LESSON

27

Making a Cleaner World

Objective

Students will be able to evaluate the environmental impact of certain actions.

Time

One class period.

Overview

In this lesson, students practice applying what they have learned about caring for the environment to a number of specific decisions. Both in-class activities and homework ask students to come up with two ways of dealing with a particular situation—one that is good for the environment and one that is bad. Decision cards and a worksheet encourage students to discuss ways they can reduce pollution at home with their families.

Integration

Language arts, social studies.

Teacher Materials and Preparation

COPY:

✓ **Caring for the Environment** worksheet, one for each student.
✓ **Environmental Decisions** letter, one for each student.
✓ **Family Environmental Decisions** worksheet, one for each student.

PREPARE:

✓ One **Caring for the Environment Box** for each group of four students. See **Caring for the Environment Box Directions.**
✓ **Environmental Decision Cards.**

Procedure

■ Divide the class into small groups. Give each group a **Caring for the Environment Box**. Distribute the **Caring for the Environment** worksheet to each student.

Tell students to look at the objects in their boxes and discuss with their group two suggestions for what to do with each object. One suggestion should be something that is good for the environment; the other should be bad for the environment. Tell students to write their ideas on the worksheet.

Tell groups they will be sharing their suggestions with the class. Tell them each student in the group should present the group's ideas for a different item.

Have each group share with the class their suggestions for the objects in their **Caring for the Environment Box.**

Evaluation

Assess group presentations and student responses on the **Caring for the Environment** worksheet for students' ability to evaluate how their actions affect the environment.

Home/Family Involvement

Distribute the **Environmental Decisions** letter, one or two **Environmental Decision Cards** and the **Family Environmental Decisions** worksheet to each student. Tell students to take the cards and the worksheet home to discuss with their families. Have students complete the worksheet with their families. Have students return the worksheets to class and discuss their families' suggestions.

Follow-Up/Extension

Develop a display based on this lesson for a school bulletin board.

Have students bring in items from home that they or their families intend to throw away. Have the class brainstorm uses for these objects in your classroom. For any object with no classroom use, help students come up with a solution that is good for the environment.

TEACHER

Caring for the Environment Box

Directions

Prepare enough boxes for this activity so each group of four children has its own box. Each box should contain three or four objects. All objects should be something that could be recycled or reused. Possible objects for boxes include:

- a piece of junk mail
- a piece of paper with printing on one side
- a clear plastic drinking glass
- a sock with a hole in it
- an empty orange juice can
- an aluminum can
- an empty glass bottle
- one glove
- a ball of string
- an old greeting card
- an old kitchen gadget
- a plastic food container
- the lid of a plastic food container

Feel free to add anything else you can think of.

Name ____

Caring for the Environment

RECYCLE
CANS

Directions: Look in your group's box. Write the name of each thing in your box in the column on the left-hand side of the chart. Think about something you could do with each thing that would be good for the environment. Write your idea in the middle box.

Then think about something you could do with each thing that would be bad for the environment. Write your idea in the right-hand box. See the example that's already been done

Name of thing	**Good for environment**	**Bad for environment**
soda can	Recycle it.	Throw it on the street.

TEACHER

Environmental Decision Cards

Directions: Make one or two Decision Cards for each student. Cut and paste the situations listed here onto 3" x 5" cards. Write your own situations on blank cards as appropriate.

You need to go to the library, which is three blocks away. How can you get there?

You can take the school bus to school or your father can drive you. It takes about the same time either way. What should you do?

The store where you shop has only plastic bags. What can you do?

The grocery store is five blocks from your home. Your mother needs a loaf of bread. How can you get there?

The lights are on in your classroom. You're the last one to leave on the way to gym. What should you do?

You are tired of watching television, so you turn on the radio. What should you do about the television?

You go on a picnic to the beach and bring a six-pack of root beer. What should you do with your trash?

Name ______________________________

Family Environmental Decisions

Directions: Read and discuss each **Environmental Decision Card** with your family. Then write down what decision you have to make. Next, write down a choice that would be good for the environment. Then write down a choice that would be bad for the environment.

Decision Card 1

Decision ______________________________

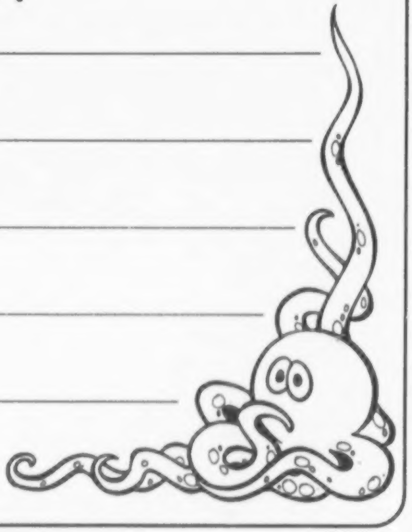
____

Good for the environment ______________________________

____

Bad for the environment ______________________________

____



Decision Card 2

Decision ______________________________

____

Good for the environment ______________________________

____

Bad for the environment ______________________________

____

LETTER

Environmental Decisions

Date: ____________________

Dear Family:

In their health lessons, students have been learning about the effects of pollution on the environment. Every year in the United States, we throw away about 1,500 pounds of garbage for every person in the country.

Students have studied the three Rs for the environment—Reduce, Reuse, Recycle. These three concepts can help us reduce the amount of garbage we throw away as well as conserve energy and water.

- Reduce simply means to use less of things such as water, electricity, gas and disposable paper products.
- Reuse refers to using things more than once, such as using cloth napkins instead of paper.
- Recycle means to return objects that can be made into new products, such as aluminum cans and glass bottles.

Your child has an **Environmental Decision Card** and a **Family Environmental Decisions** worksheet to share with you. Most of the decisions relate to energy use. Please discuss the decisions with your child and help her or him complete the worksheet.

RECYCLE
CANS

Sincerely,

____

CULMINATION LESSON

28

My Healthy Decisions

Objective

Students will be able to describe healthy behaviors.

Time

One class period.

Overview

In this culmination lesson, students are encouraged to "put together" the information and decision-making skills they have learned. After reviewing the decision-making steps, students brainstorm healthy decisions that children their age can make. Students then prepare healthy decisions suitcases, in which to pack important information they have learned about staying healthy.

Integration

Art.

Teacher Materials and Preparation

HAVE:

✓ Art supplies for students (see PREPARE).

✓ **Decide for Health**, an *Actions for Health* poster.

PREPARE:

✓ Choose an artistic medium for students to use to pack an imaginary suitcase that will contain items to remind them of the healthy habits they've studied. Possible activities include:

- Copy the **My Healthy Suitcase** pattern on tagboard to make patterns students can trace onto a folded piece of construction paper.
- Have students color or paint a suitcase on drawing paper.
- Have students create a collage on drawing paper of the things they might put into a suitcase
- Have students make clay models or use objects brought from home to pack a shoe box suitcase or a real suitcase.

Procedure

■ Write the following question on the board: WHY IS IT IMPORTANT FOR ME TO MAKE HEALTHY DECISIONS?

Discuss the question with the class. Point out to students that we need two things to make healthy decisions. We need information about what we're deciding, and we need to know how to make good decisions.

■ Show students the **Decide for Health** poster. Review the steps one last time. Ask students the following questions.

- Which of these steps do you think is easiest? Why?
- Which of these steps do you think is hardest? Why?
- Is it more important to go through these steps carefully when you're making big decisions or small decisions? Why?

Help students see that sometimes, for small decisions, you don't have to think about all the decision steps. For example, when you're deciding whether to wear black or blue socks, you don't have to make a big deal about that decision.

But for big decisions, it's important to identify the choices, think about the consequences of all the choices, be careful to identify any unsafe choices and then make a decision. Remind students that often they will have a chance to change the decision if it doesn't turn out well or they get new information.

■ Brainstorm answers to this question with the class: What kinds of healthy decisions can children make? Write students' ideas on the board (brush teeth, eat healthy snacks, don't use drugs). Select several suggestions. Ask students whether they have ever had the chance to make that decision.

■ Tell students to pretend they are getting ready for a long trip. They will be away from home for a month or two. Their job is to pack a special suitcase to take with them.

Explain that this is not an ordinary suitcase. This is a *healthy decisions* suitcase. Students need to pack special things and messages in the suitcase to help them remember all the healthy habits they learned about in these lessons. Distribute art supplies for this assignment, and explain to students how to complete it.

Generate a few examples of things or messages students might take in their suitcases. For example, students might pack a toothbrush or toothpaste to help keep their teeth clean, gym shoes so they can be active and a bicycle helmet to protect them. Messages students might pack include *reduce, reuse, recycle; say no to tobacco and other drugs*; and *don't take anyone else's medicine.*

When students have completed the assignment, allow them to share the contents of their suitcases with one another.

Evaluation

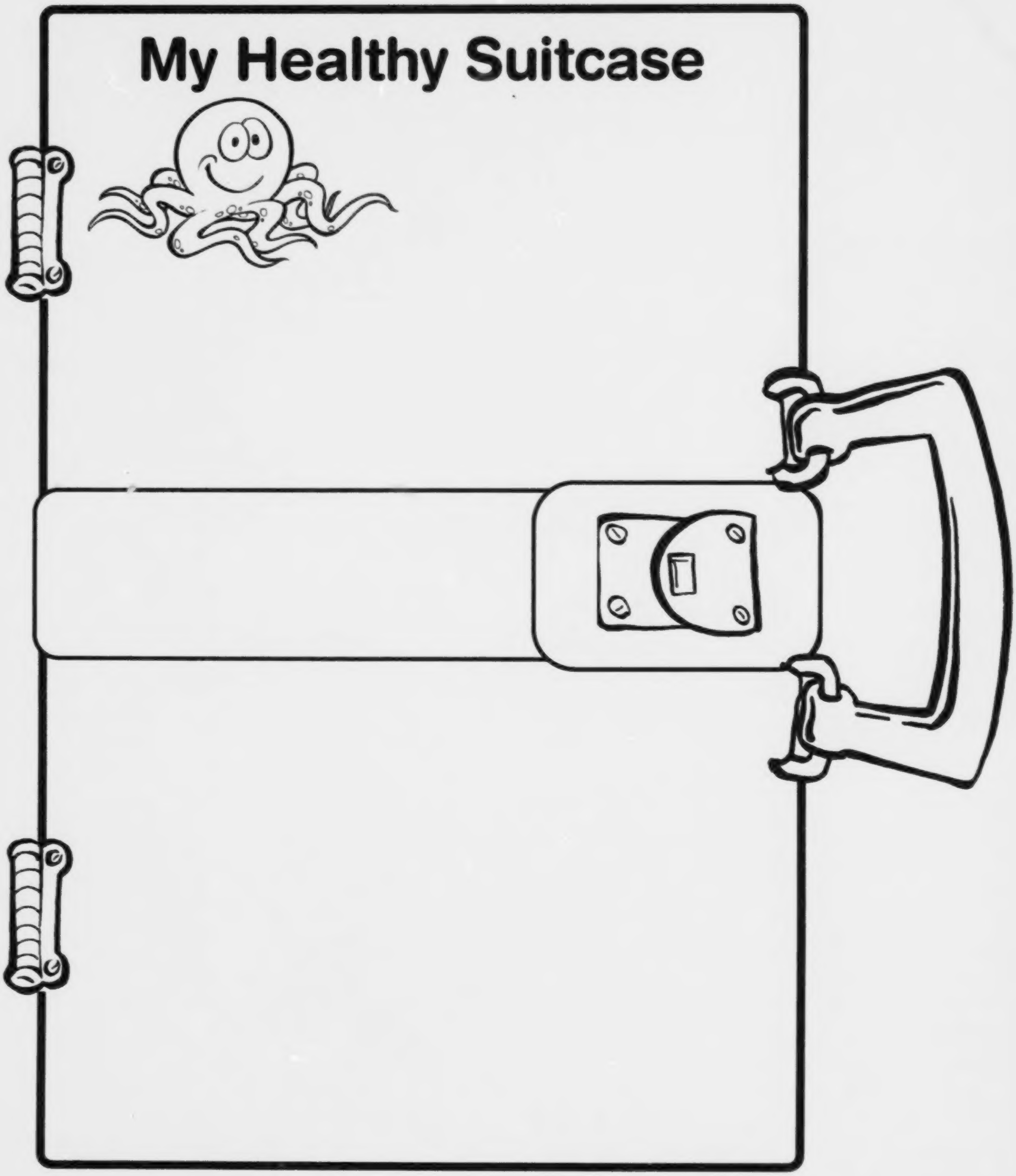
Have each student share with the entire class the one thing and the one message she or he packed in the suitcase that she or he feels is most important. Evaluate students' responses for their ability to describe healthy behaviors.

Home/Family Involvement

Display students' suitcases in the classroom or elsewhere in the school and invite family members to school to see the display.

TEACHER

My Healthy Suitcase



SPECIAL EVENT

SPECIAL EVENT

Bicycle Safety Show

The Bicycle Safety Show can be developed around the lessons taught in **Unit 6: Decisions About Safe Bicycling**.

Let students work alone, with a partner or in small groups to develop one or more of the following program options:

- ✓ Write a rap on bike safety.
- ✓ Write a poem on bike safety.
- ✓ Make up bike safety riddles.
- ✓ Create a dance routine that incorporates hand signals.
- ✓ Write a parody of a familiar song with new bike safety lyrics.
- ✓ Write a dialogue or skit between two cars about bike safety.
- ✓ Write a dialogue or skit between two bikes about bike safety.

Encourage every student to participate in the program. Allow sufficient time for students to develop and practice their presentations. Invite parents, family members and other classes or the entire school to attend the Bicycle Safety Show.

In addition to the student presentations, the Bicycle Safety Show could also include a bike rodeo. Local police departments or cycling clubs or other community organizations may be willing to help you plan this event. Ask local bicycle shops or cycling clubs about lending bicycles for students who don't have their own.

The program will require advance preparation. Encourage parents and family members to get involved. You will need to make arrangements for students to bring their bikes to school and have a place for the bikes to be kept. Pair students who don't have bikes with those who do, or arrange for bikes to be lent to these students.

Solicit older students or parents or other adults to help organize and supervise the day's activities. Some suggested stations for the Bicycle Safety Show are included here.

Begin the program by having students assemble in the playground with their bicycles. Be sure every student has access to a bicycle. Divide the class into three groups, and rotate groups from station to station.

You will need at least one other adult and three older students (or three more adults) to help run the stations.

Station 1—Bike Check-Up

You will need an adult who is familiar with bike care at this station. Check with a local bicycle shop or cycling club. Ask the adult at this station to demonstrate bike care and get students involved in examining their own bikes. The station should be a hands-on experience.

The check-up should include the following points.

- ✓ Are brakes, horns, tires, lights, etc., working properly?
- ✓ Are tires correctly inflated?
- ✓ Why are reflectors important and where should they be placed on a bike?

Station 2—Bike Safety

The helper at this station should check that students have helmets to wear while they're riding. (Try to arrange for donations for students who may not have helmets.) This person should also check bikes for reflectors. You may want to have other safety items, such as bicycle flags or reflective clothing, on display at this station.

Station 3—The Big Round-Up Bike Path

Set up a bike path on which students can practice what they've learned about safe riding. Explain to students that their job is to ride this path safely. If they have to stop, they should use the correct hand signal. If they have to turn left or right, they should use the correct signal. If they come across any hazards on the path, they should take the correct action to make sure they don't get hurt.

The path or the track should be designed as follows:

- ✓ Have one or two right turns and left turns.
- ✓ Post one or two stop signs.
- ✓ Add a few obstacles such as:
    - pebbles or twigs on the road
    - one of your helpers walking along the road
    - a construction horse or barrier placed across the path

Give each student an opportunity to ride the path. Make sure that students who did not bring a bike have an opportunity to ride the path, too.

You may want two student or adult helpers with you at this station—one to supervise the bike riders after they've completed the track and the other to be a bicycle hazard.

You may want to ask one of the helpers at this station to watch the clock and blow the whistle when it is time to rotate. While time will vary from group to group, allow approximately ten minutes for students to be at each station.

When all students have completed the three stations, have them assemble their bicycles in a large circle. Ask them to do the following:

- ✓ Give a round of applause to the adults and older students who helped out in the bike rodeo and made it so much fun.

- ✓ Give themselves another round of applause for the fine job they did on the Big Round-Up Bike Path.
- ✓ Return the bikes to the proper storage area.

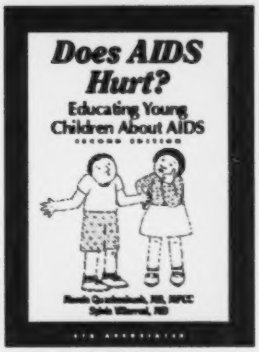
Then have students present their bike safety presentations. Take pictures of the program as students present it. Paste the photographs in an album along with a copy of each student's or group's presentation. Students can enjoy the book in school and take turns taking the book home to share with their families.

Other Suggestions

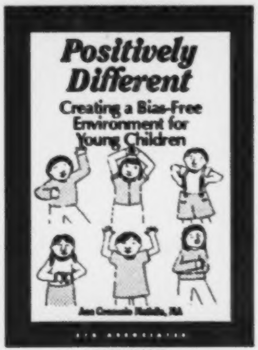
- ✓ Encourage students to make a class banner and parade their bikes on the playground or on a safe street near the school.
- ✓ Have one of your helpers take photographs of students as they ride the Big Round-Up Bike Path. Use the photographs to create a bulletin board for your classroom. Have students add to the bulletin board safe bicycle riding tips written on brightly colored construction paper.
- ✓ Contact your local newspaper for coverage of the event. Emphasize that it's part of a comprehensive school health curriculum.

How to Order Suggested Elementary Resources

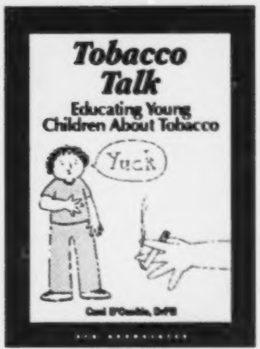
Practical Handbooks


Does AIDS Hurt?
Educating Young Children About AIDS
SECOND EDITION

(#353-H8)
148 pages/paper/$14.95

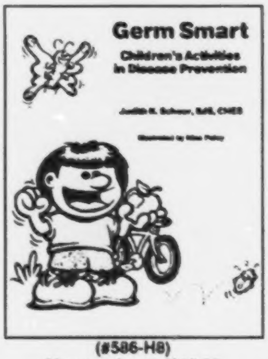

Positively Different
Creating a Bias-Free Environment for Young Children

(#509-H8)
93 pages/paper/$14.95

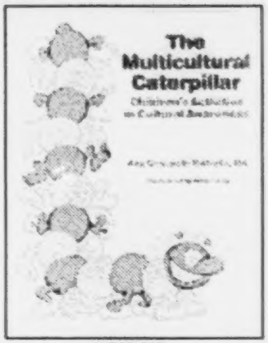

Tobacco Talk
Educating Young Children About Tobacco
Yuck

(#508-H8)
176 pages/paper/$14.95

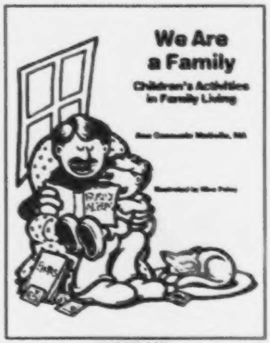
Creative Activity Books


Germ Smart
Children's Activities in Disease Prevention

(#586-H8)
50 pages/paper/$12.95


The Multicultural Caterpillar

(#585-H8)
58 pages/paper/$12.95


We Are a Family
Children's Activities in Family Living

(#587-H8)
55 pages/paper/$12.95

Take-Home Pamphlets

Talking With
Your Young Child About Sex

Talking With Your Young Child About Sex (#129-H8)

Talking With
Your Child About Death

Talking With Your Child About Death (#180-H8)

Talking With
Your Child About
PREJUDICE

Talking With Your Child About Prejudice (#068-H8)

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An *Actions for Health* Book

A Helmet for Harry

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302

CONTEMPORARY HEALTH SERIES

A Helmet for Harry

An *Actions for Health* Book

by ETR Associates
Illustrated by Nina Paley

ETR ASSOCIATES
Santa Cruz, California
1992

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality resources and our training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

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Design by Ann Smiley

Title No. H032

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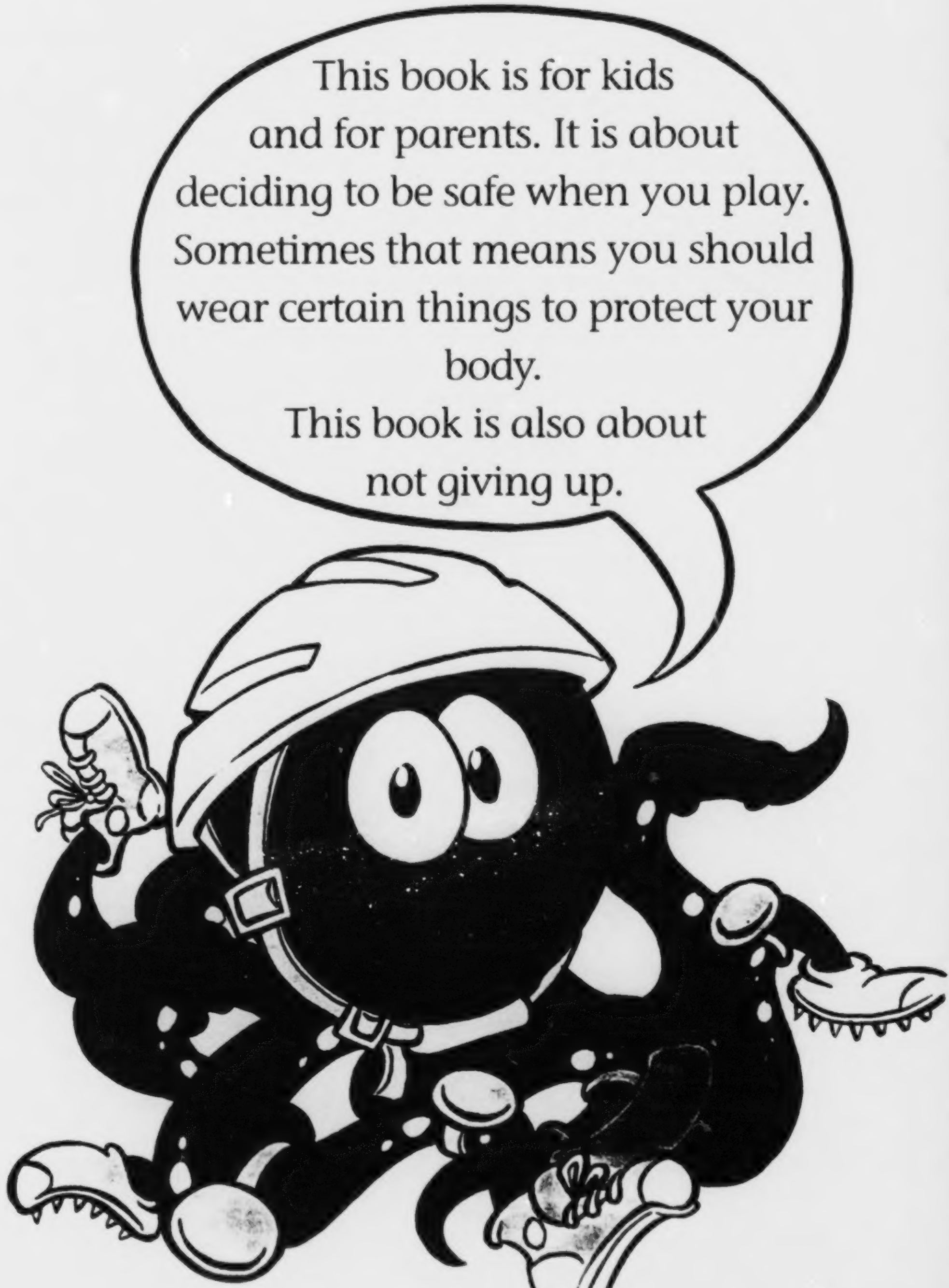
A Helmet for Harry / by ETR Associates ; illustrated by Nina Paley.
p. cm. — (Contemporary health series)
"An actions for health book."
Summary: Harry's Uncle Morris convinces him that he should wear a bicycle helmet and helps him get one.
ISBN 1-56071-102-7
[1. Helmets—Fiction. 2. Bicycles and bicycling—Fiction. 3. Safety—Fiction. 4. Uncles—Fiction.] I. Paley, Nina, ill. II. ETR Associates. III. Series.
PZ7.H3759 1992
[E]—dc20 92-8357

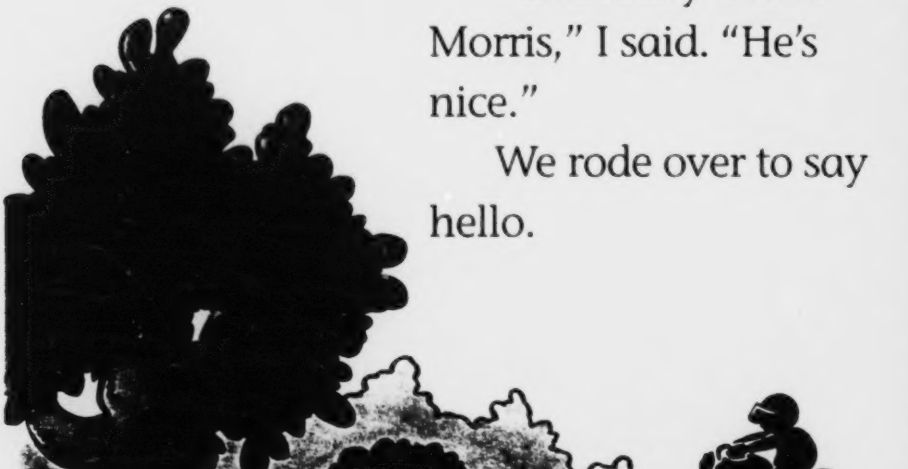

This book is for kids and for parents. It is about deciding to be safe when you play. Sometimes that means you should wear certain things to protect your body. This book is also about not giving up.

It was the day before my birthday. My friend Darcy and I were riding our bikes when Uncle Morris rode up on his motorcycle.

"Harry, who's that?" Darcy asked me.

"That's my Uncle Morris," I said. "He's nice."

We rode over to say hello.

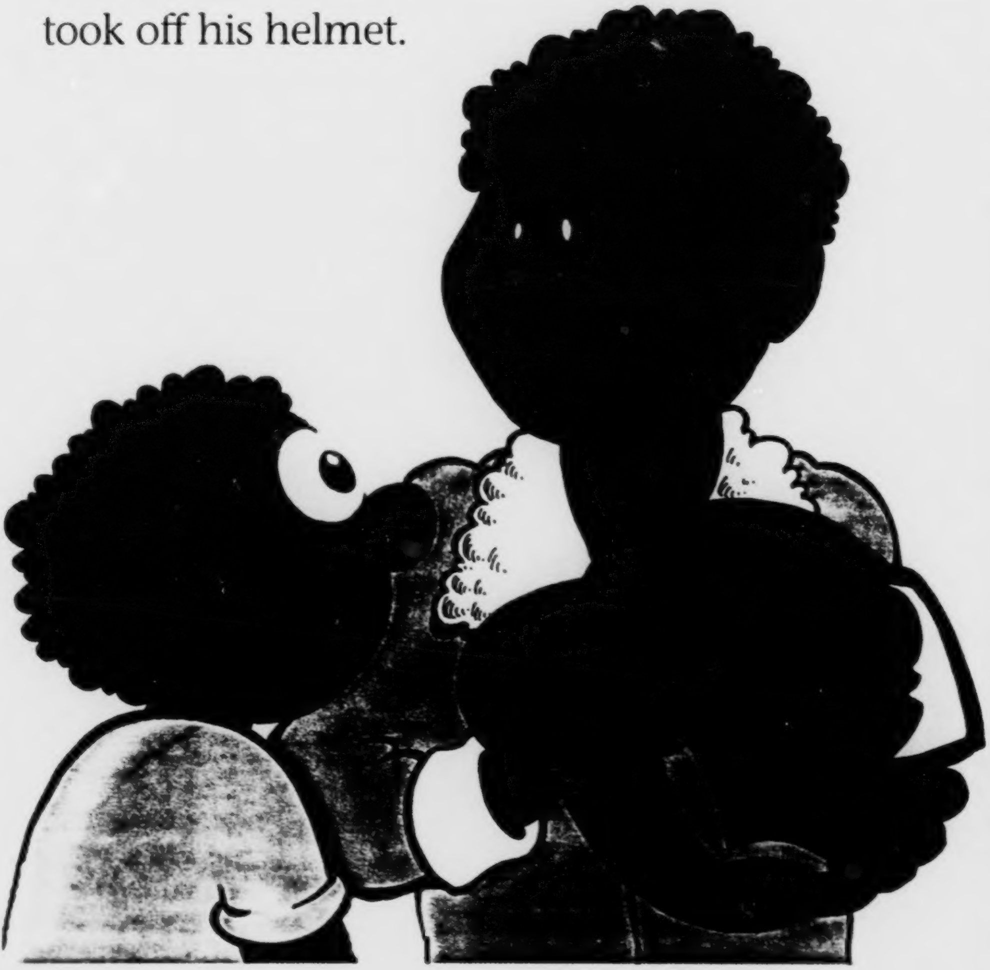


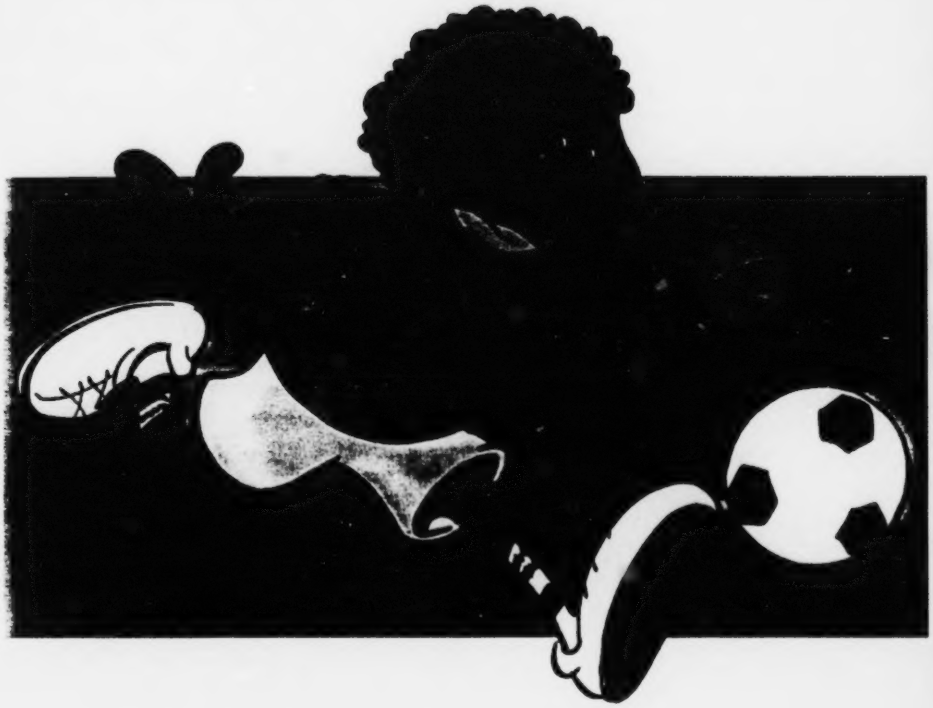
"Where's your helmet, Harry?" Uncle Morris asked.

"I don't have one," I said. "And I don't want one. Helmets are dumb."

"I don't think **my** helmet is dumb," Uncle Morris said.

He got off his motorcycle and took off his helmet.



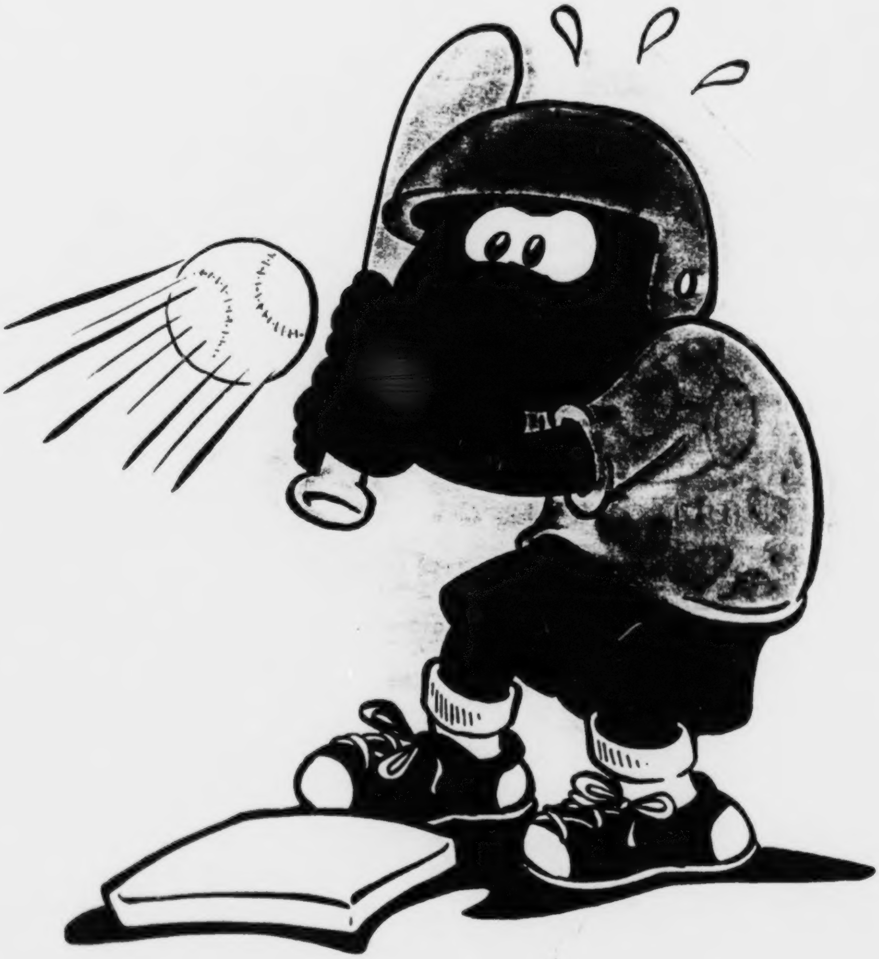


"So, why do you wear shin guards when you play soccer?" Uncle Morris asked me.

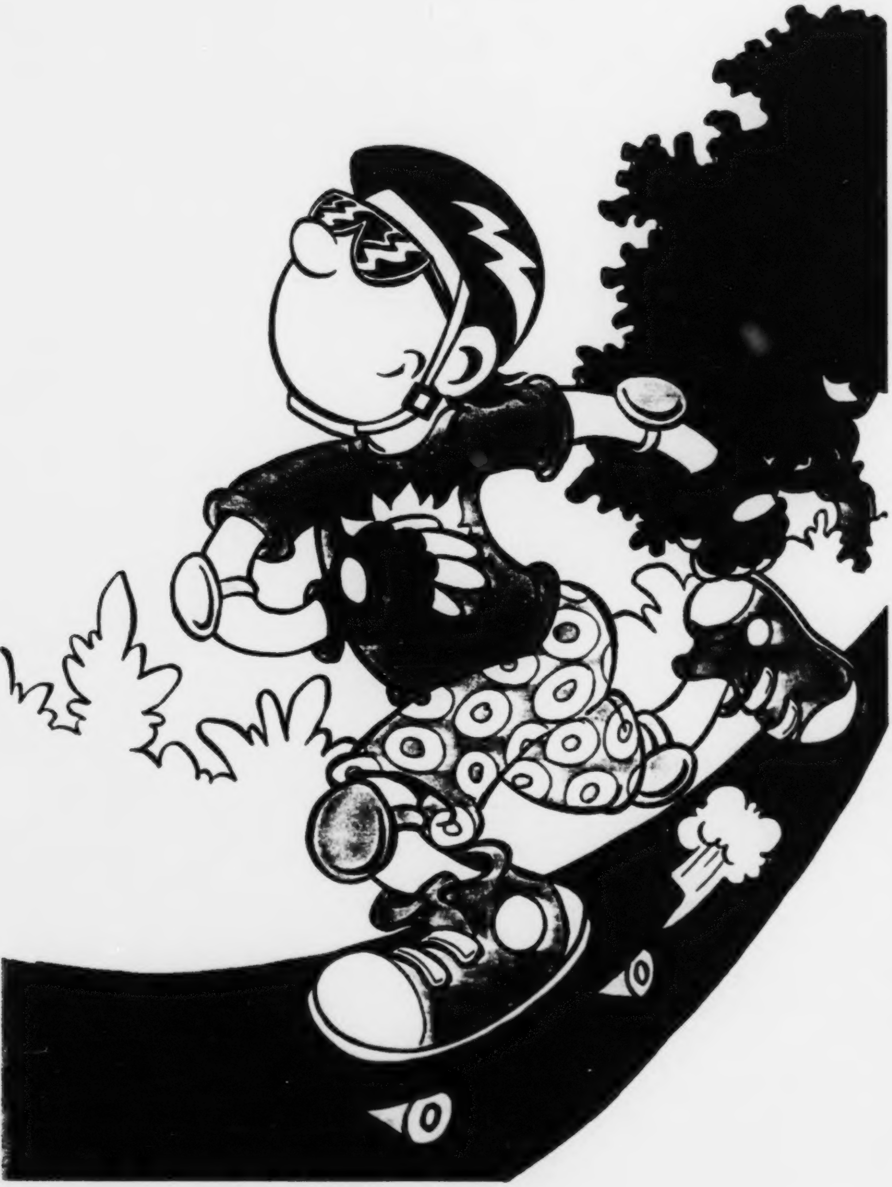
"Because you can get kicked in the leg," I said. "That hurts."

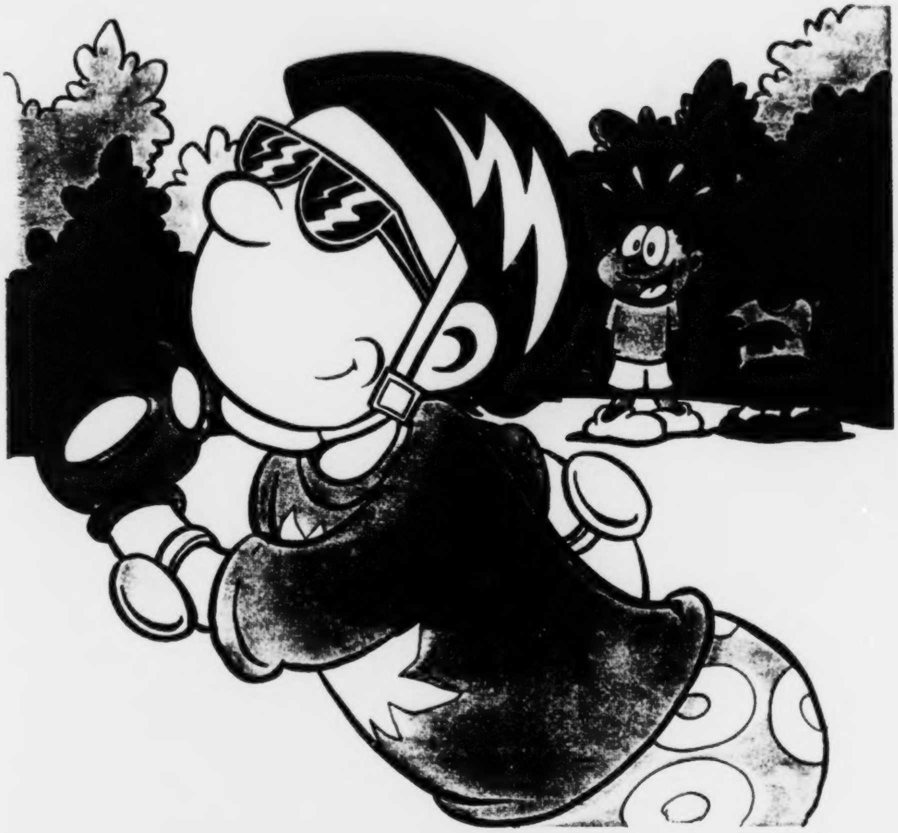
"I've seen you play baseball," Uncle Morris said. "Why do you wear a helmet when you're at bat?"

"I don't want to get hit in the head," I said. "Those pitchers are wild!"



Just then, Jake rode by on his skateboard. Jake is in eighth grade. He's the best athlete on our block. He was wearing knee pads and elbow pads and a great helmet.





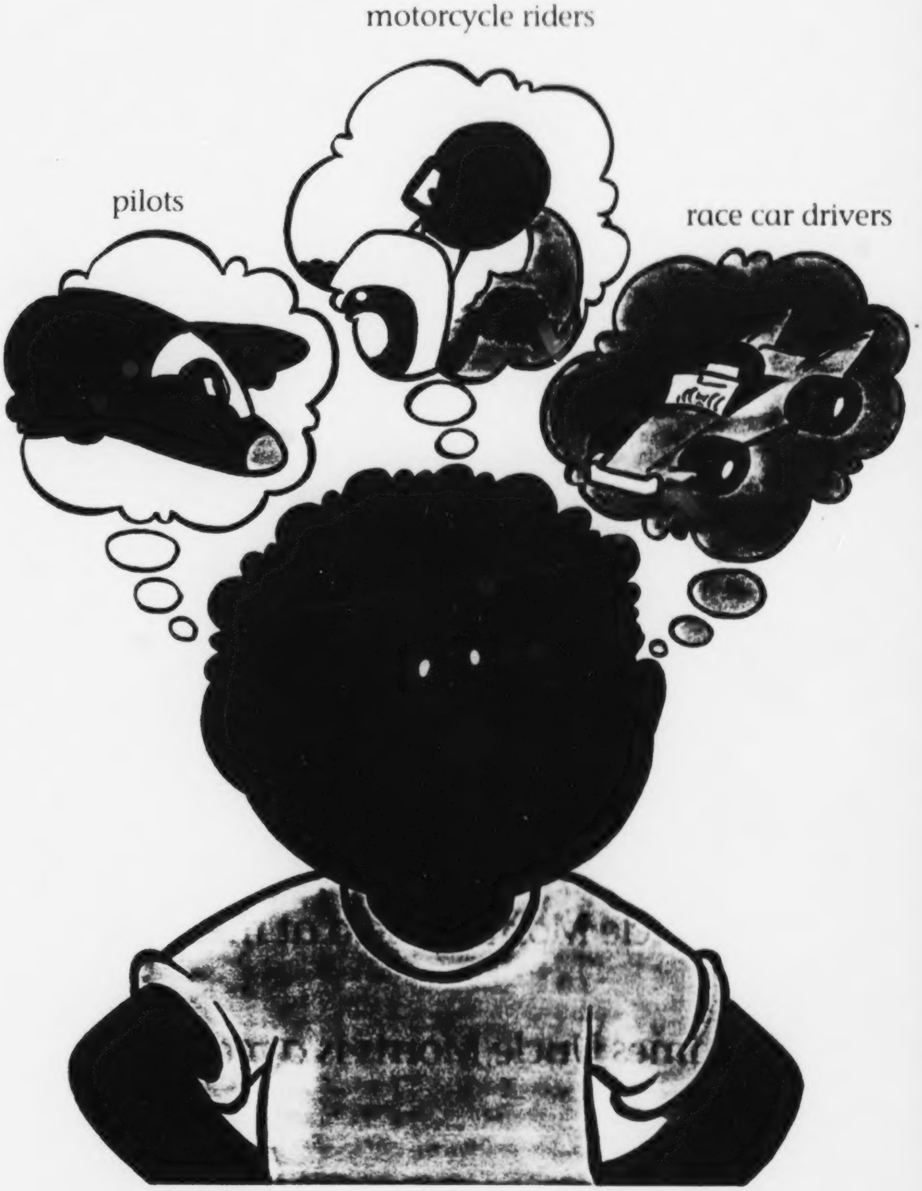
Darcy's eyes got big as she looked at the helmet.

"Nice helmet, Jake," Darcy said.

Then Uncle Morris looked at me and smiled.

Sometimes Uncle Morris is a real pain.

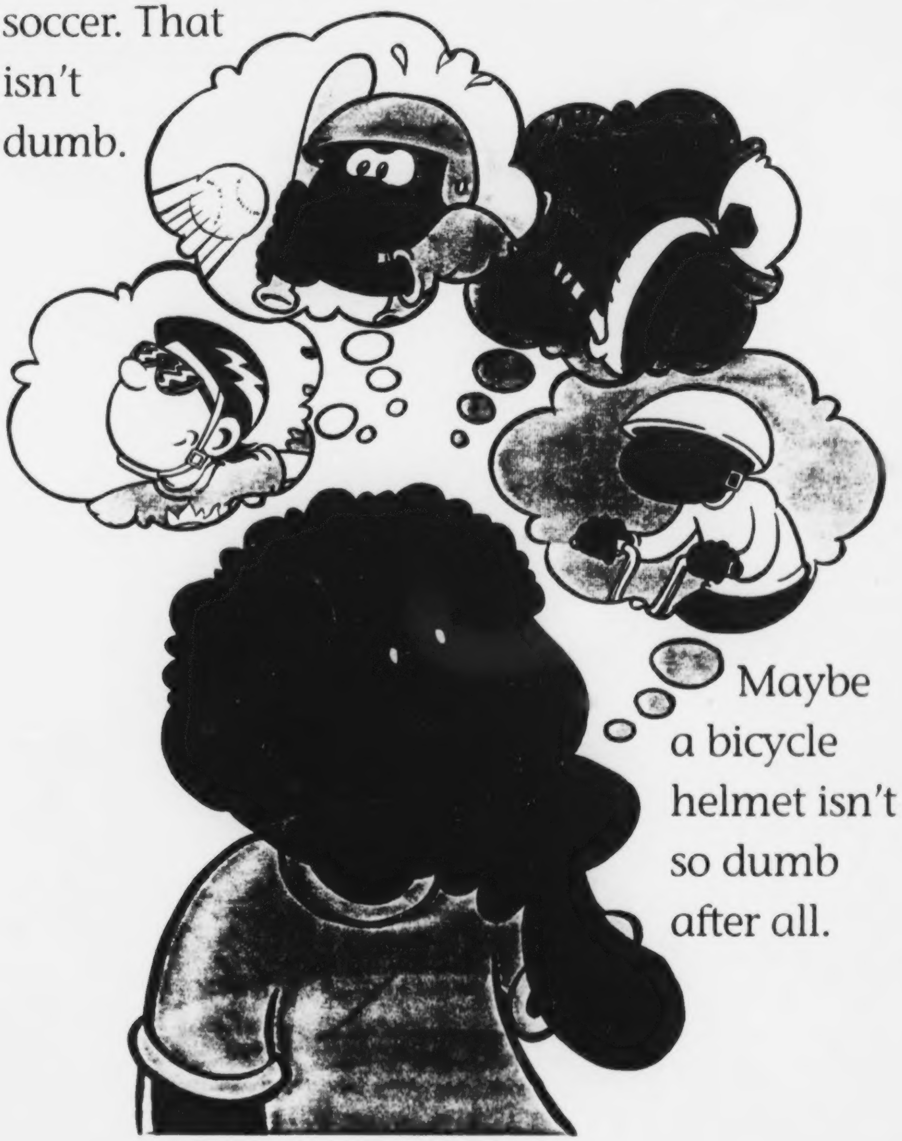
But I started thinking about helmets. I thought about people who wear helmets—


motorcycle riders
pilots
race car drivers

I thought about Jake wearing a helmet. No one says he's dumb.

I thought about wearing a batting helmet for baseball. No one says that's dumb.

I thought about wearing shin guards for soccer. That isn't dumb.



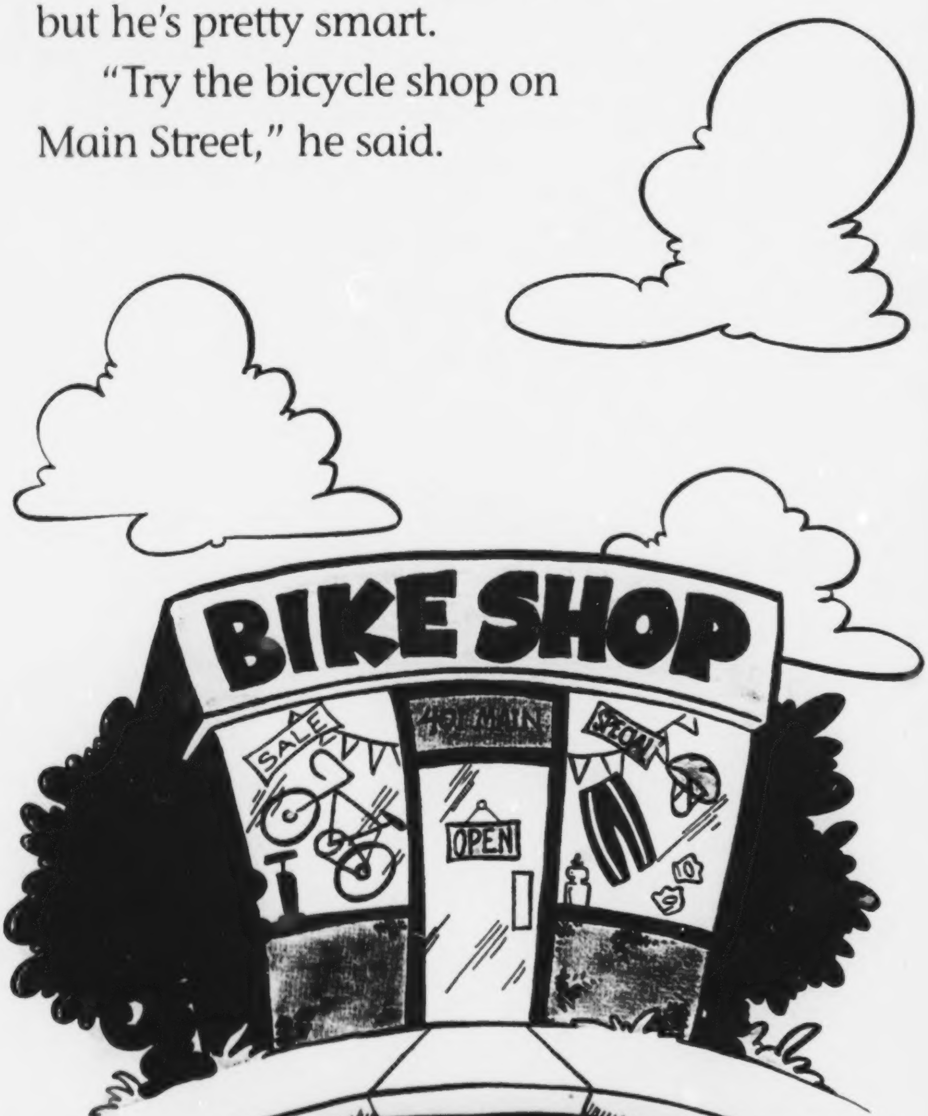
Maybe a bicycle helmet isn't so dumb after all.

I decided I wanted a helmet.

"Where can I get a helmet?" I asked Uncle Morris.

Uncle Morris can be a pain, but he's pretty smart.

"Try the bicycle shop on Main Street," he said.

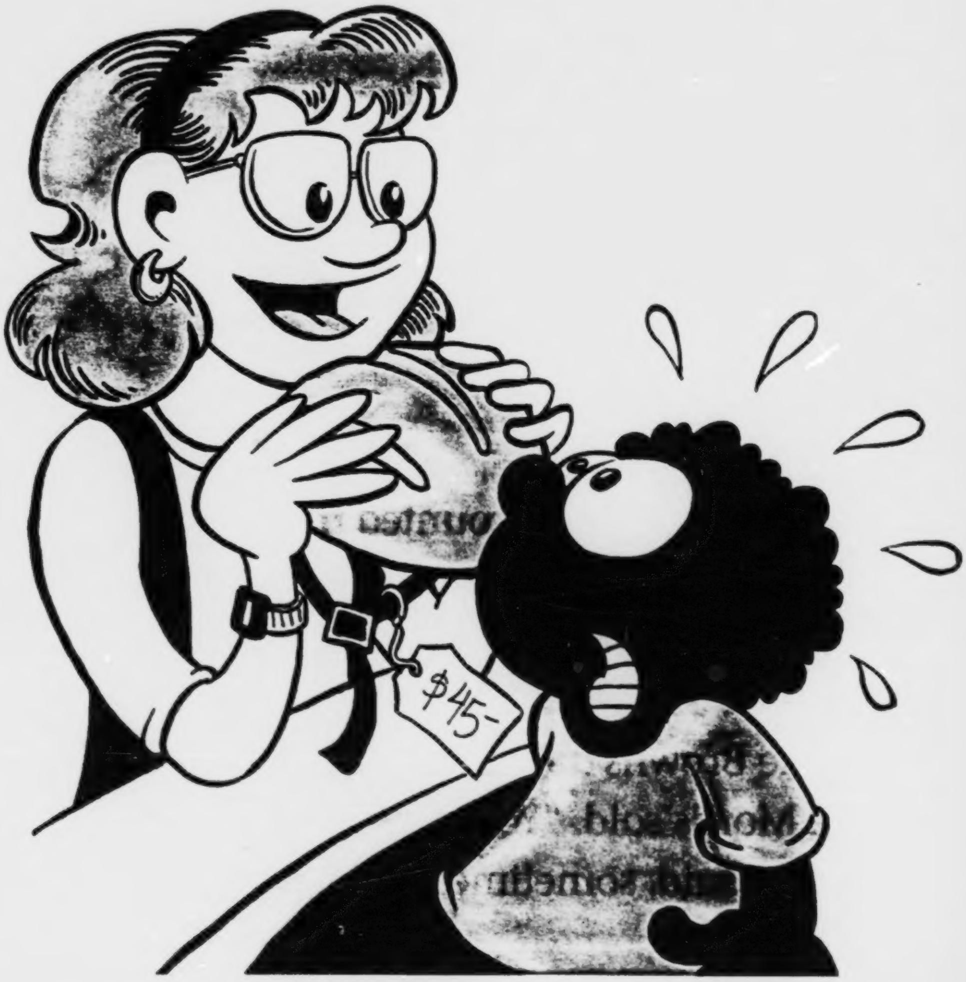

BIKE SHOP
SALE
401 MAIN
SPECIAL
OPEN

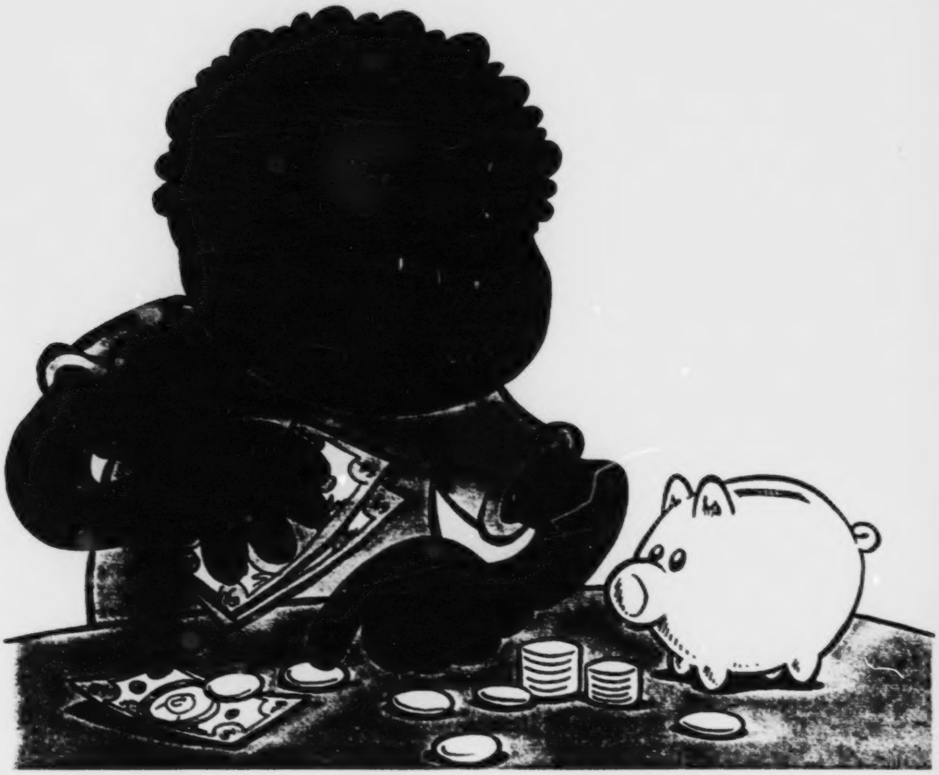
There were all kinds of helmets in the shop.

"I need a helmet," I said. "I like this shiny red one."

"That helmet costs $45.00," the woman in the shop said.

"What?" I said. "That's more money than I have ever seen!"



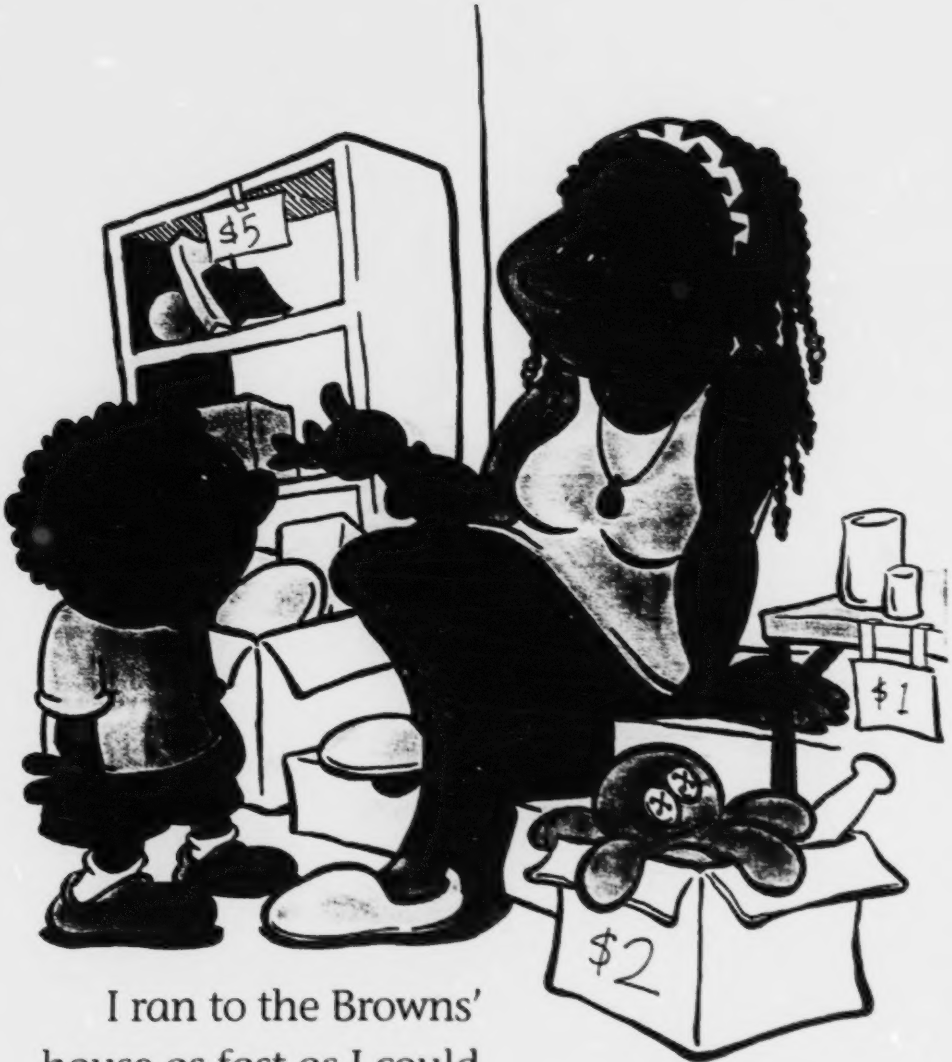


I went home and counted my money. I had $10.00.

I asked Uncle Morris where I could get a helmet for $10.00.

"The Browns are having a yard sale," Uncle Morris said. "You could look there."

Like I said, sometimes Uncle Morris is pretty smart.



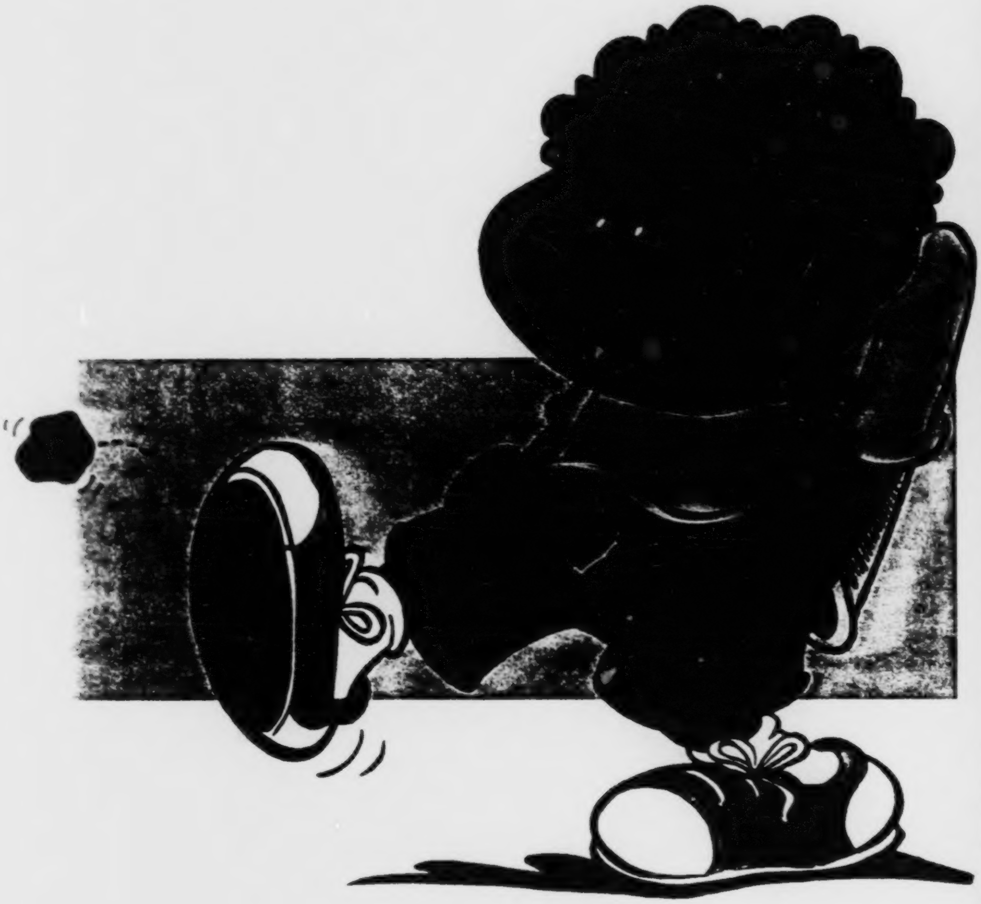
I ran to the Browns' house as fast as I could.

"What are you looking for, Harry?" Mrs. Brown asked.

"I need a bicycle helmet," I said. "Do you have one?"

"We did," she said, "but Darcy just bought it a few minutes ago."

I kicked a rock all the way home.



Then I heard the rumble of Uncle Morris's motorcycle. He rode up—with his helmet on.

"How's it going, Harry?" he asked.

"Lousy," I said. "Darcy just bought the only helmet at the yard sale. What am I going to do?"

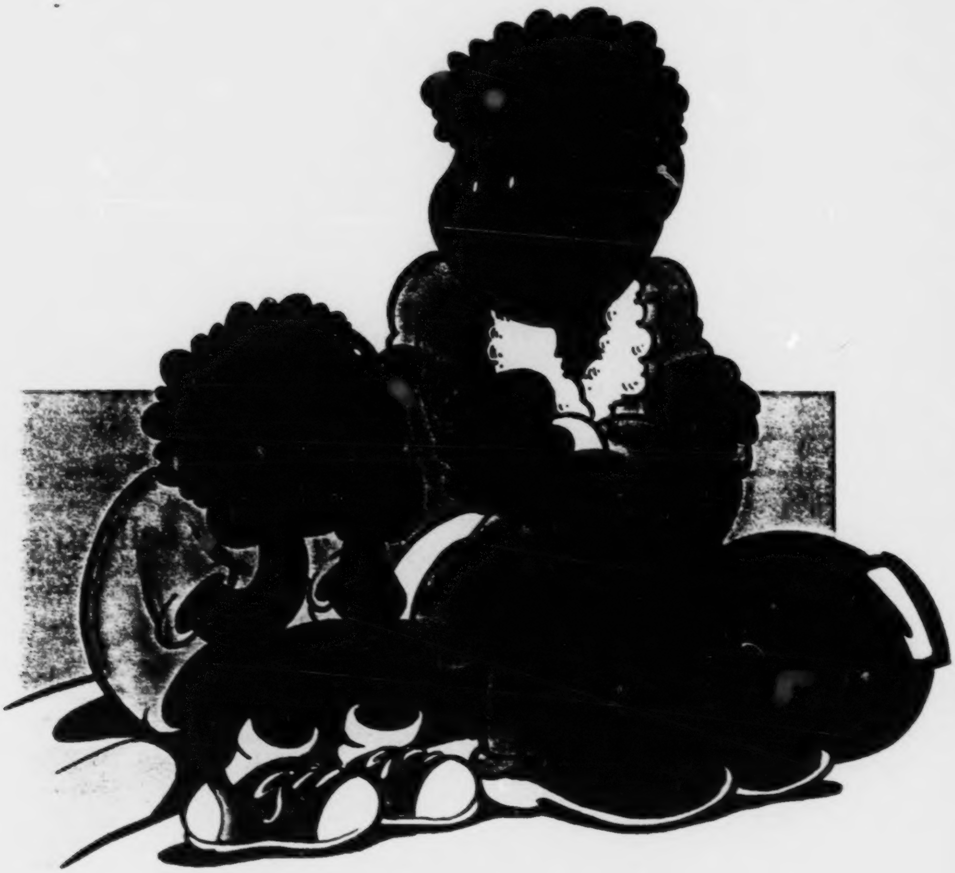
Uncle Morris got off his motorcycle and sat down.

He didn't say anything for a long time.

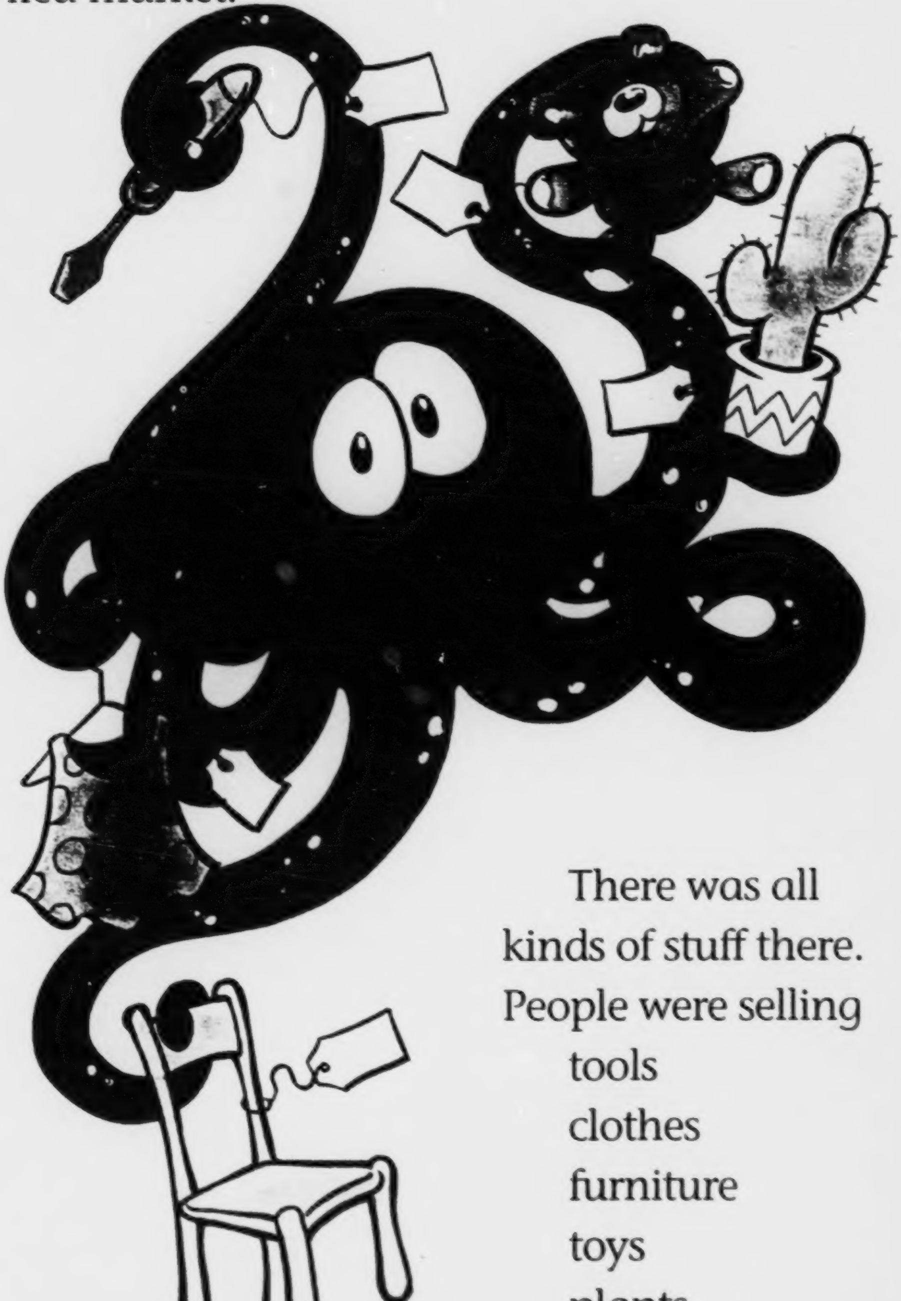
Finally, he said, "Harry, I know a place where they sell used helmets. Do you want to go there with me?"

I smiled at him.

Sometimes Uncle Morris is OK.



We went to a giant yard sale. It's called a flea market.

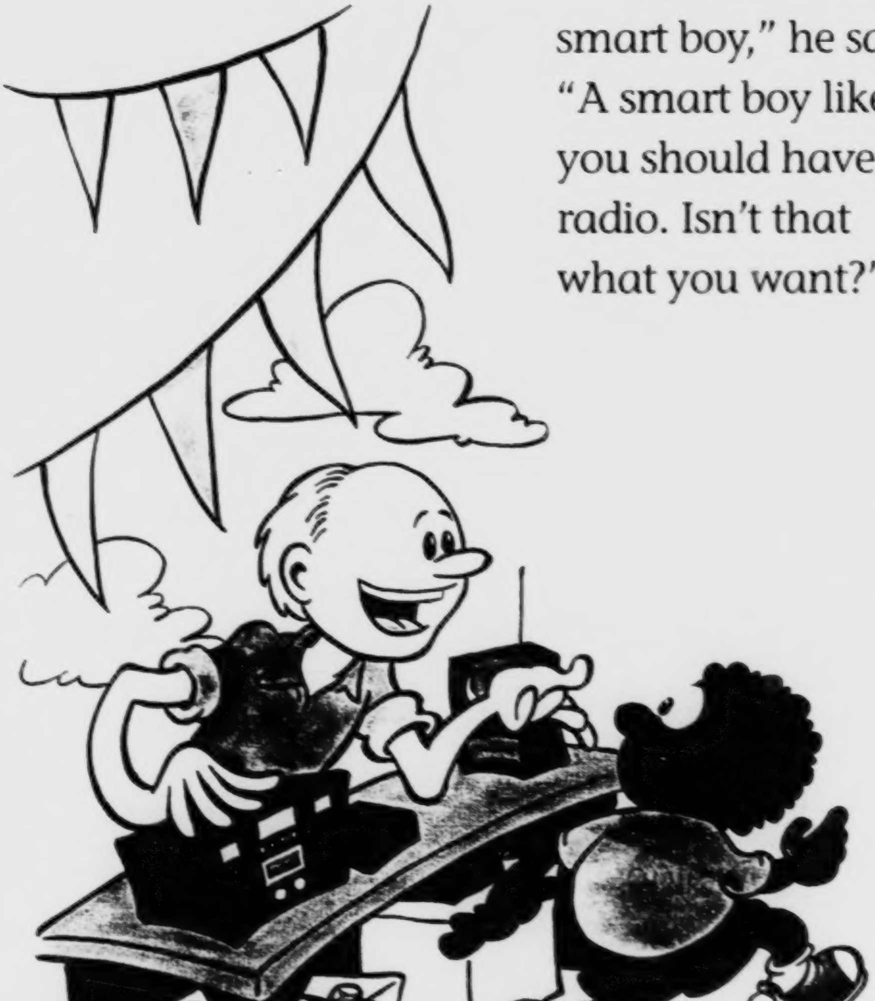


There was all kinds of stuff there. People were selling

- tools
- clothes
- furniture
- toys
- plants

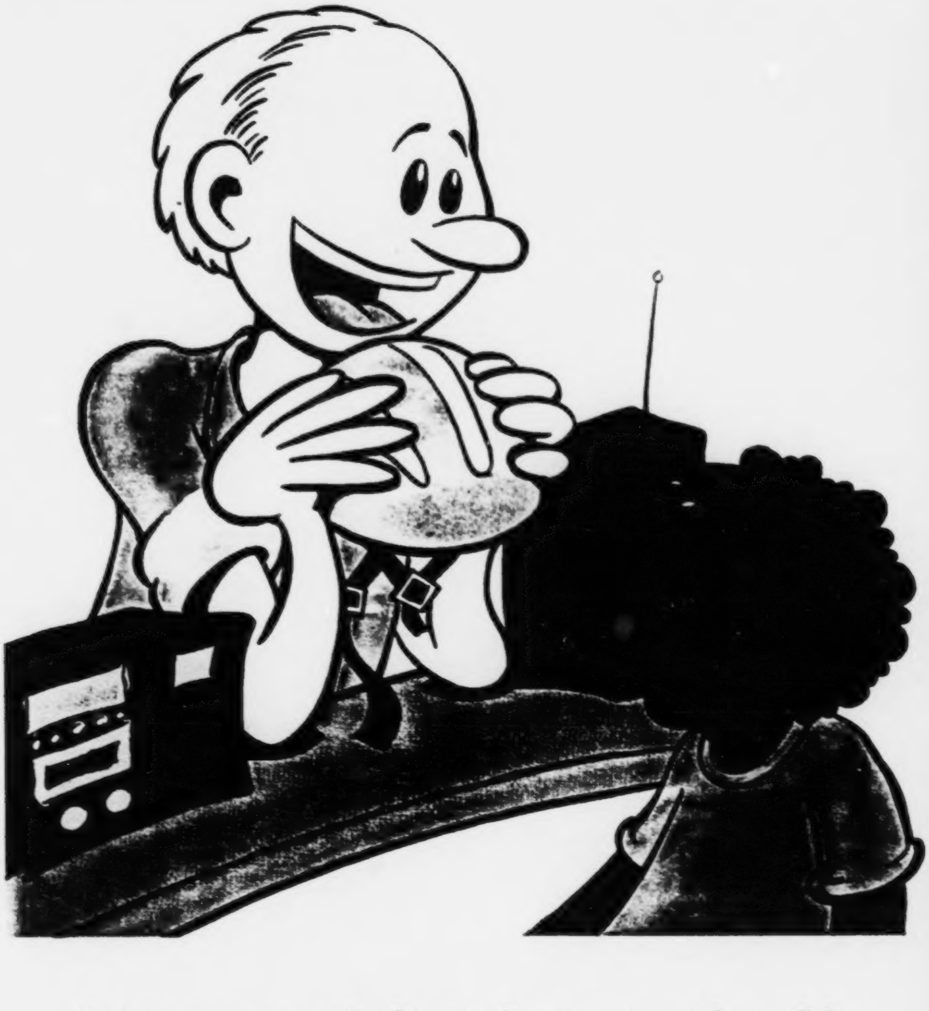
A man in a red shirt was selling radios. He was talking to people as they walked by. He called to me.

"Now, there's a smart boy," he said. "A smart boy like you should have a radio. Isn't that what you want?"



"No," I said. "I want a bicycle helmet."

"Well, you **are** a smart boy," said the man.

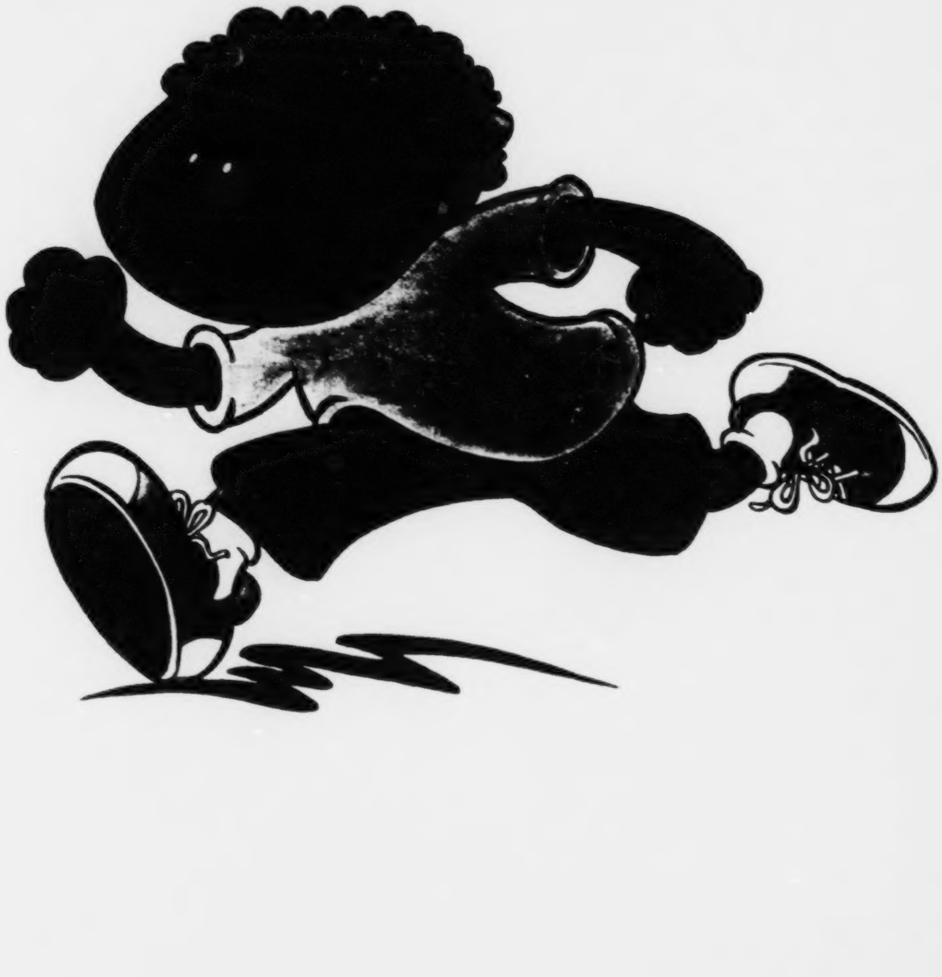


"I have a nice helmet for a smart boy," he said. "I'll sell it to you for $20."

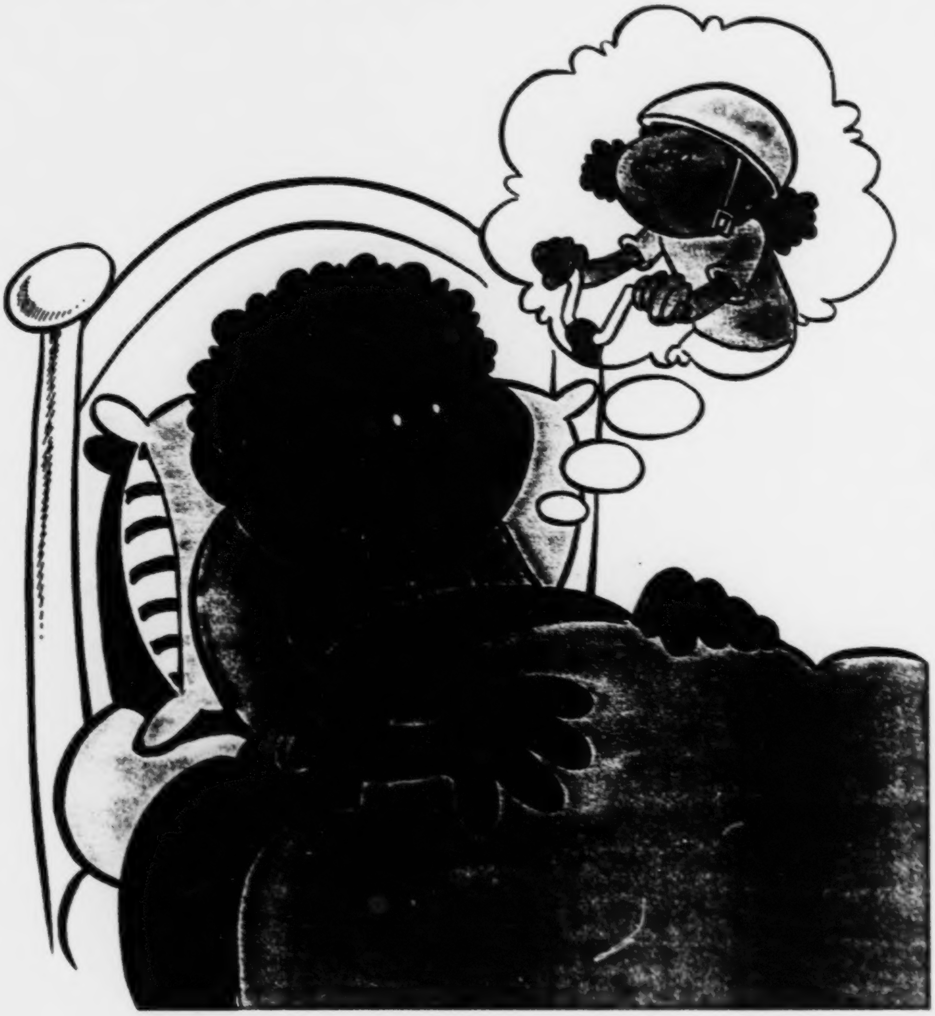
I told the man I only had $10.

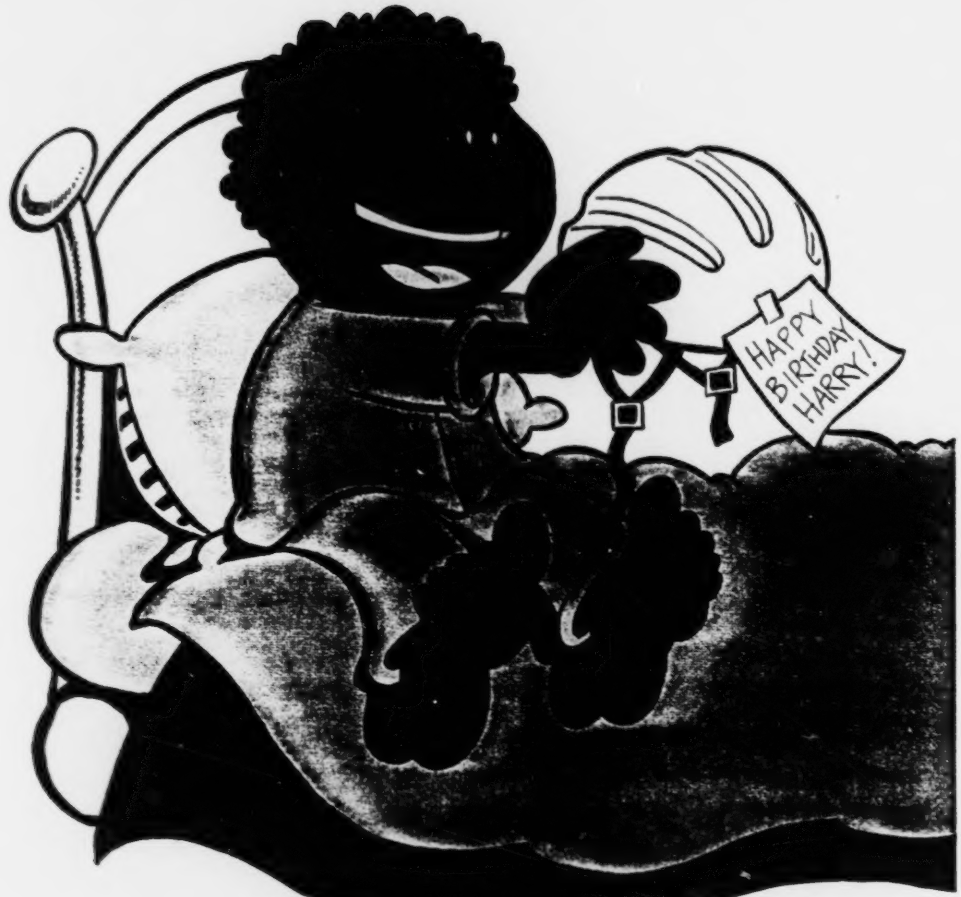
"Sorry," he said. "$15 is as low as I go."

I was mad and sad at the same time. No one would sell me a helmet for $10.00. I didn't even wait for Uncle Morris. I just ran all the way home.



The next morning when I woke up, I thought about riding my bike. I thought about Darcy wearing the helmet she had bought from Mrs. Brown.





Then I saw something I couldn't believe. It was sticking out from under my bed. It was the helmet from the flea market.

There was a note on the helmet. It said, "Happy birthday, Harry. From Uncle Morris."

Like I said, Uncle Morris is OK.

A Helmet for Harry

Harry thinks bicycle helmets are dumb. Then his Uncle Morris helps him see that playing safe is not just important… it's cool! But where will Harry find a helmet?

CONTEMPORARY HEALTH SERIES
ACTIONS for HEALTH
ETR ASSOCIATES

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Santa Cruz, California

3

An *Actions for Health* Book

Who Likes That Stuff?

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CONTEMPORARY HEALTH SERIES

Who Likes That Stuff?

An *Actions for Health* Book

by ETR Associates
Illustrated by Nina Paley

ETR ASSOCIATES
Santa Cruz, California
1992

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Design by Ann Smiley

Title No. H033

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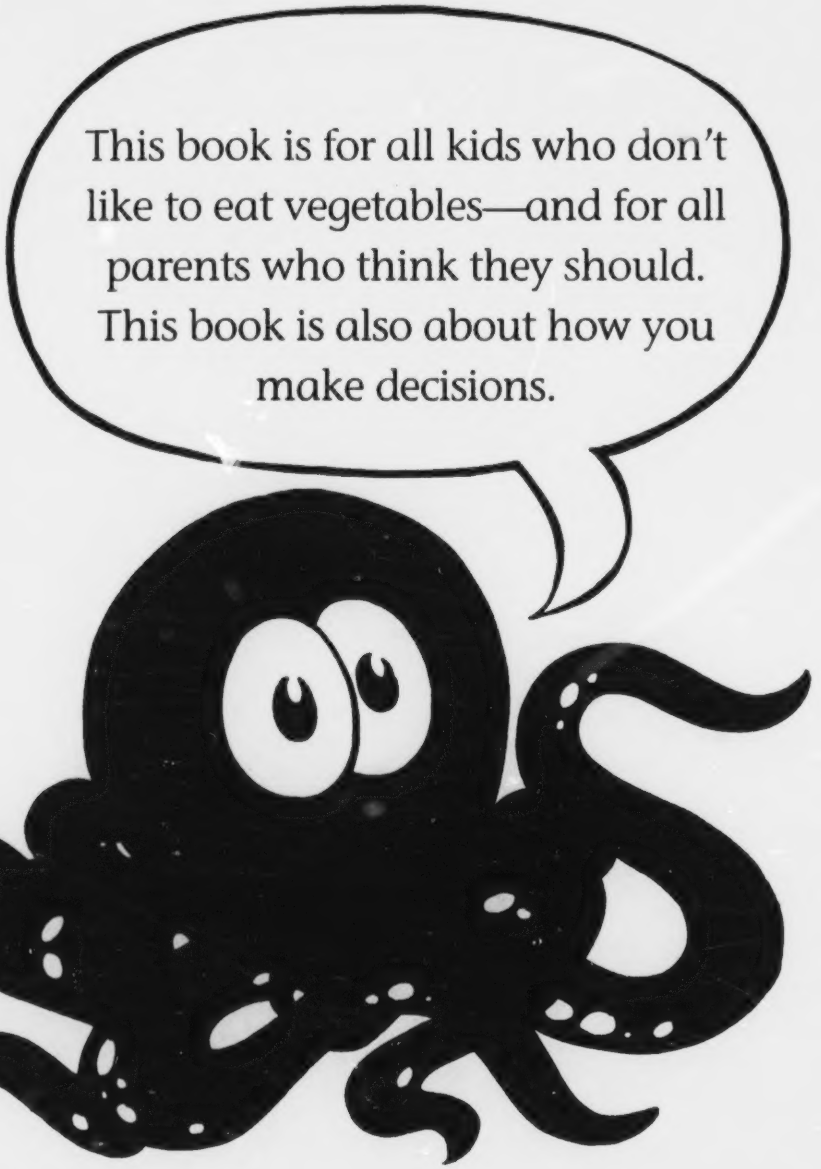
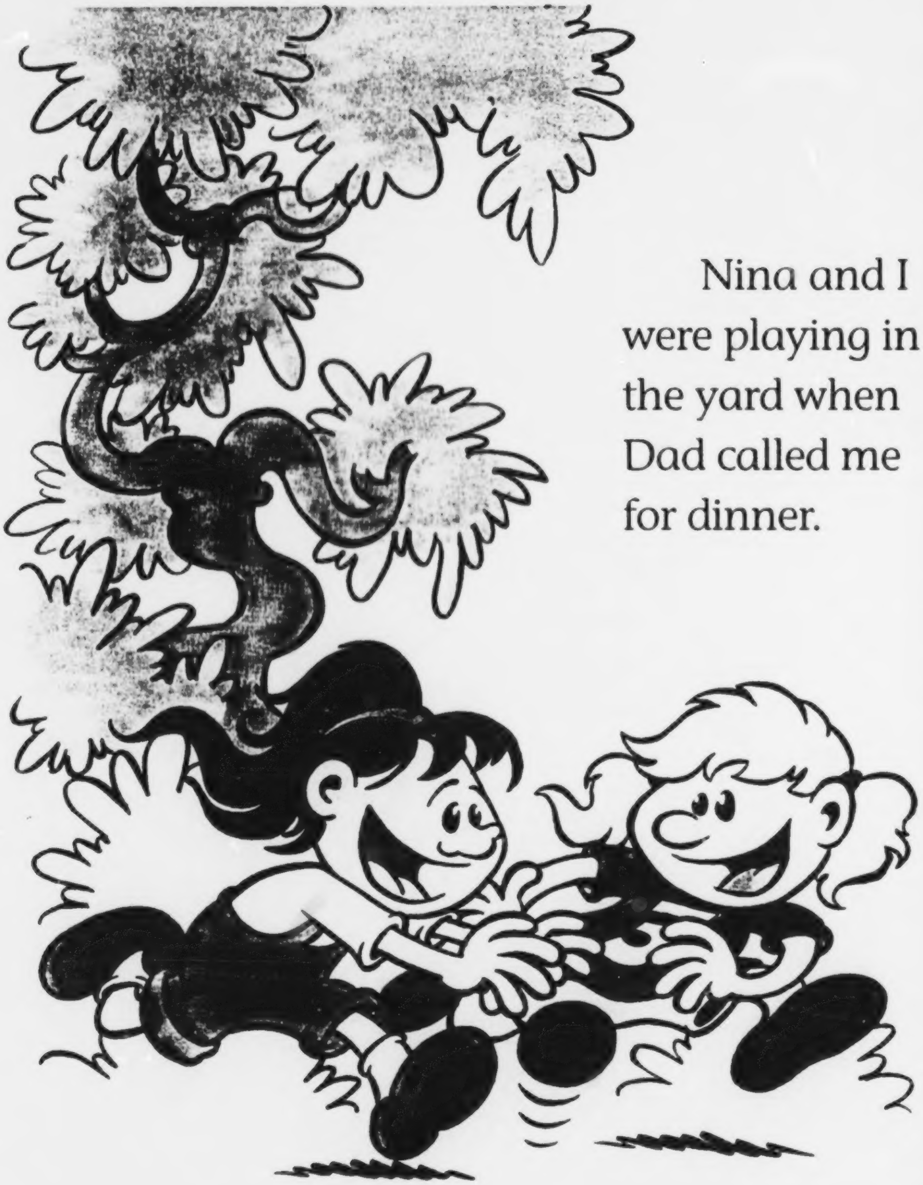
Who likes that stuff? / by ETR Associates ; illustrated by Nina Paley.
p. cm. — (Contemporary health series)
"An actions for health book."
Summary: Julia refuses to taste the broccoli on her plate, until she thinks about her alternatives and their possible consequences.
ISBN 1-56071-101-9
[1. Broccoli—Fiction. 2. Vegetables—Fiction. 3. Food Habits—Fiction. 4. Decision making—Fiction.] I. Paley, Nina, ill. II. ETR Associates. III. Series.
PZ7.W6198 1992
[E]—dc20 92-8356


This book is for all kids who don't like to eat vegetables—and for all parents who think they should. This book is also about how you make decisions.

Nina and I were playing in the yard when Dad called me for dinner.



Nina is my best friend. I promised her I'd come back outside as soon as I ate dinner.

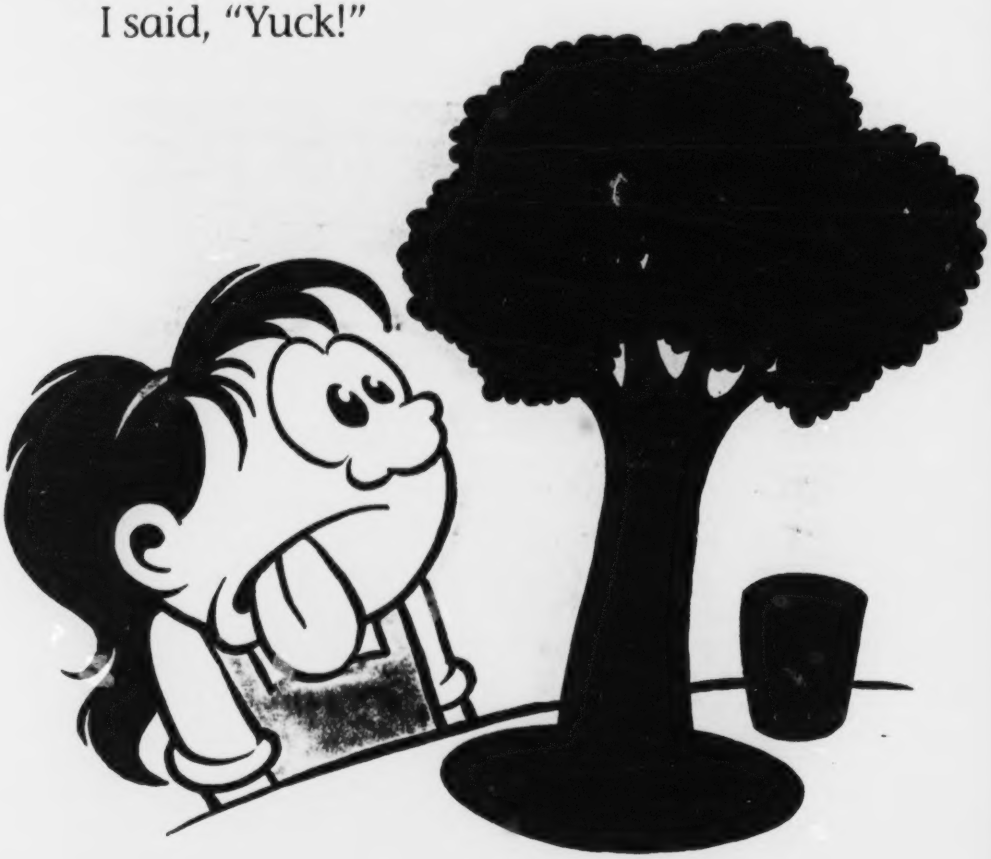
We love summer, because we can still play outside after dinner.

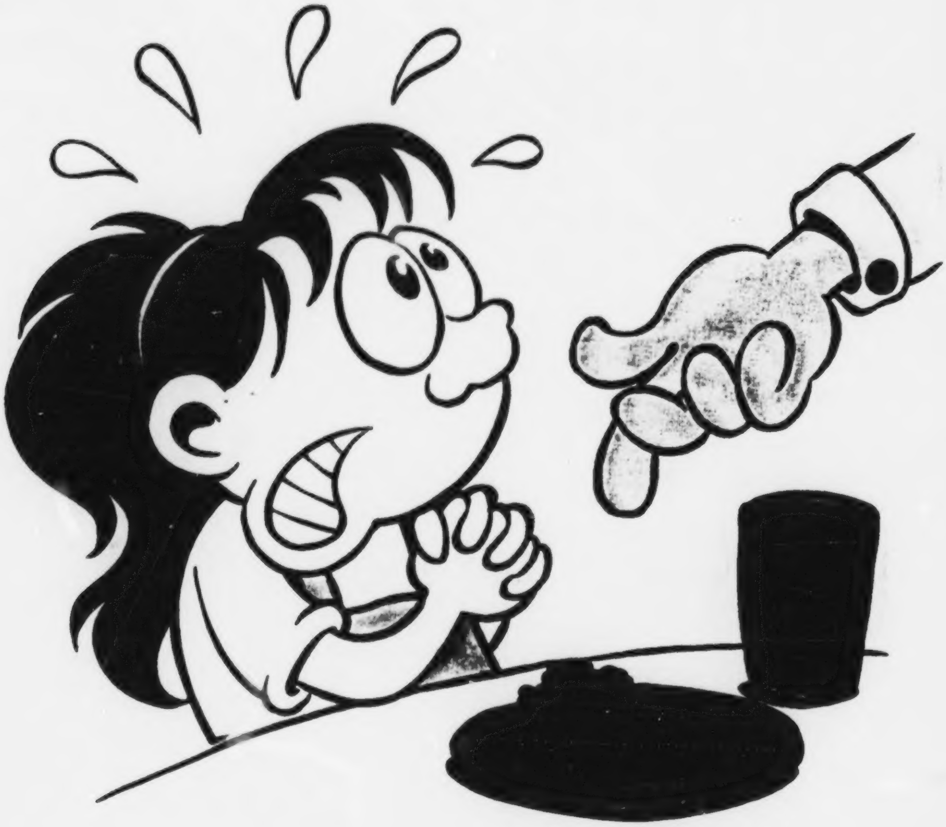
I sat down at the table. I saw a big green vegetable on my plate. It looked like a little tree. I said, "I can't eat that!"

"That is a vegetable called broccoli," Dad said. "I want you to taste it."

I hate vegetables. Vegetables stink. Who likes that stuff?!

I said, "Yuck!"



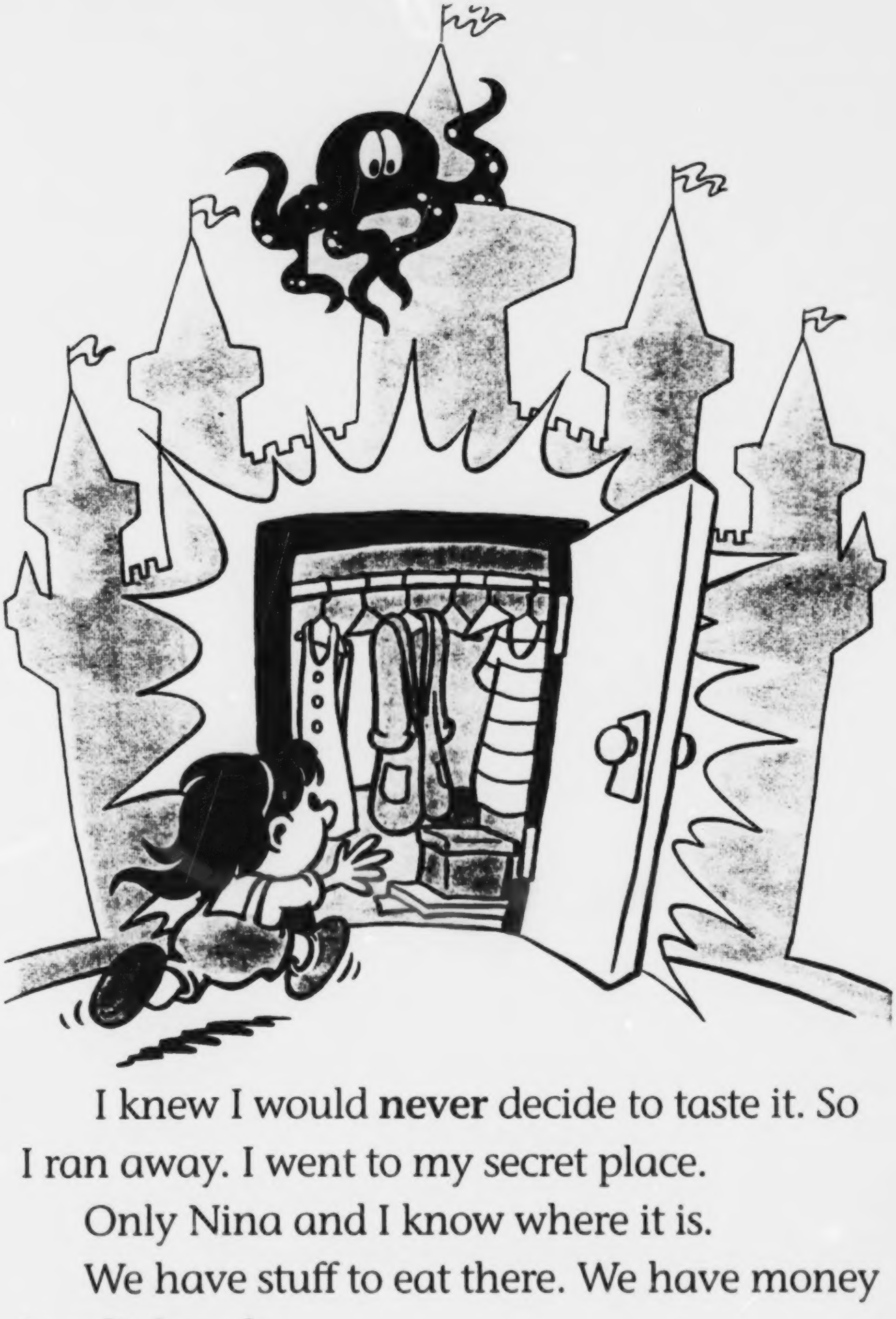


"Remember, Julia, we have a rule," Dad said. "You have to taste everything on your plate."

"No way!" I said. "That stuff looks like a tree. It can't be good to eat."

Dad told me to go think about it in my room.

"When you decide to taste the broccoli," he said, "you can come back."



I knew I would **never** decide to taste it. So I ran away. I went to my secret place.

Only Nina and I know where it is.

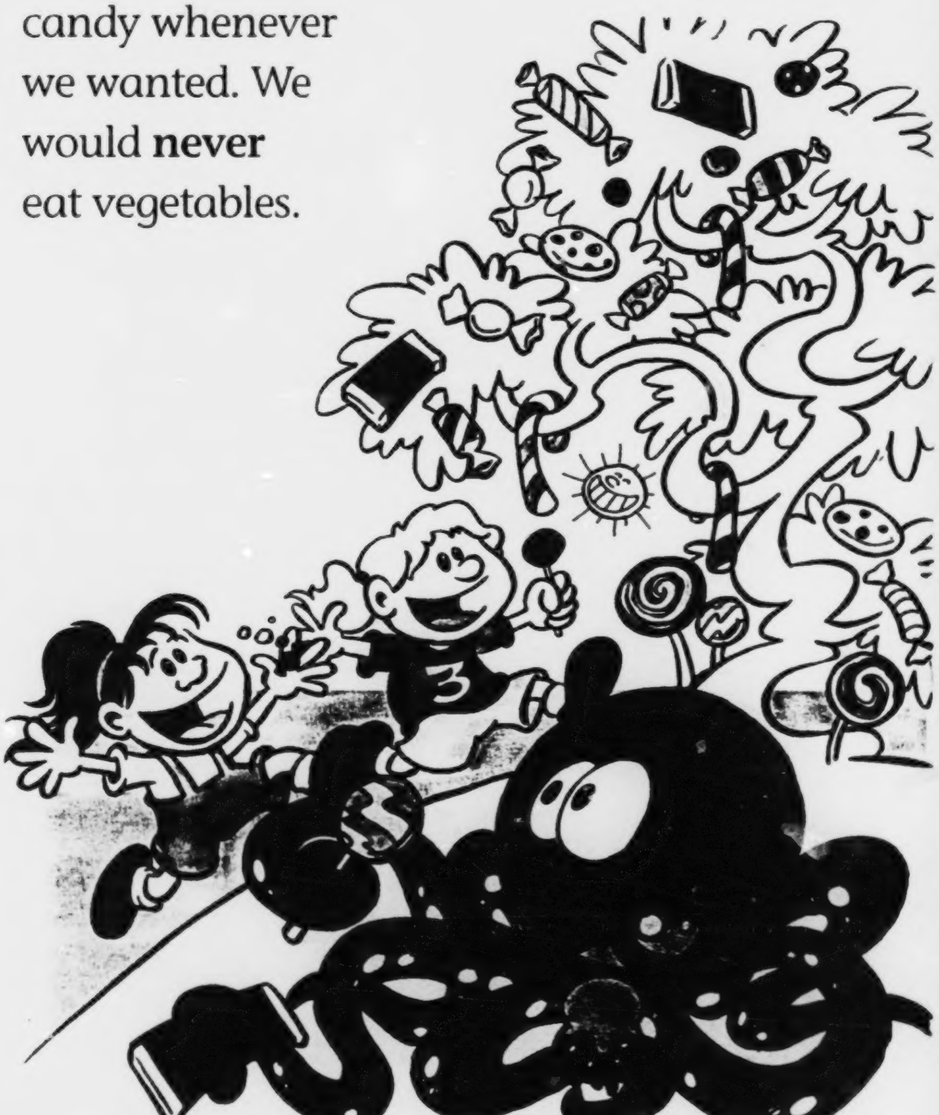
We have stuff to eat there. We have money in a little safe.

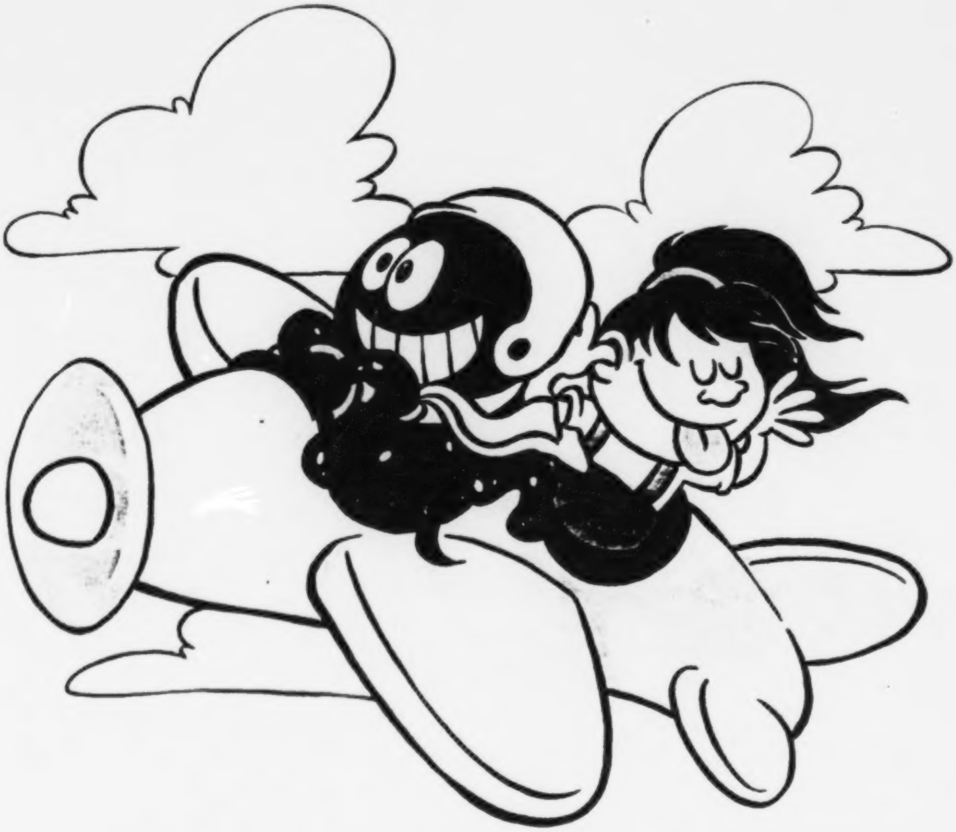
But we don't have **any** vegetables.

I sat in my secret place to think.

I thought about a world without vegetables. My friends and I would live there.

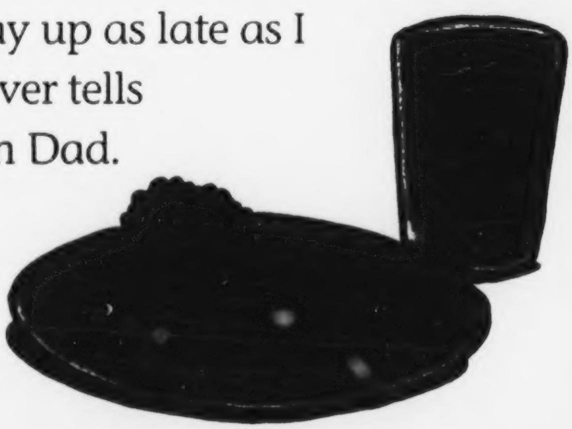
We would eat candy whenever we wanted. We would **never** eat vegetables.



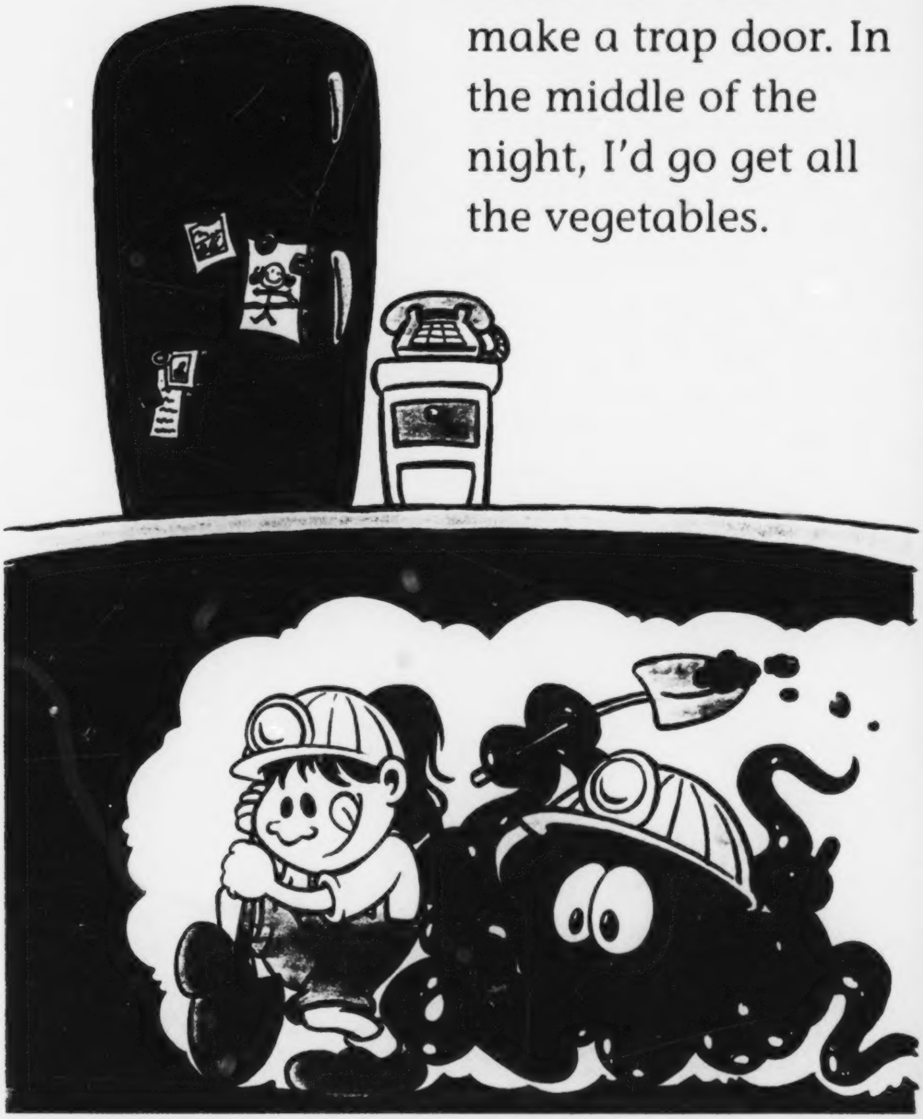


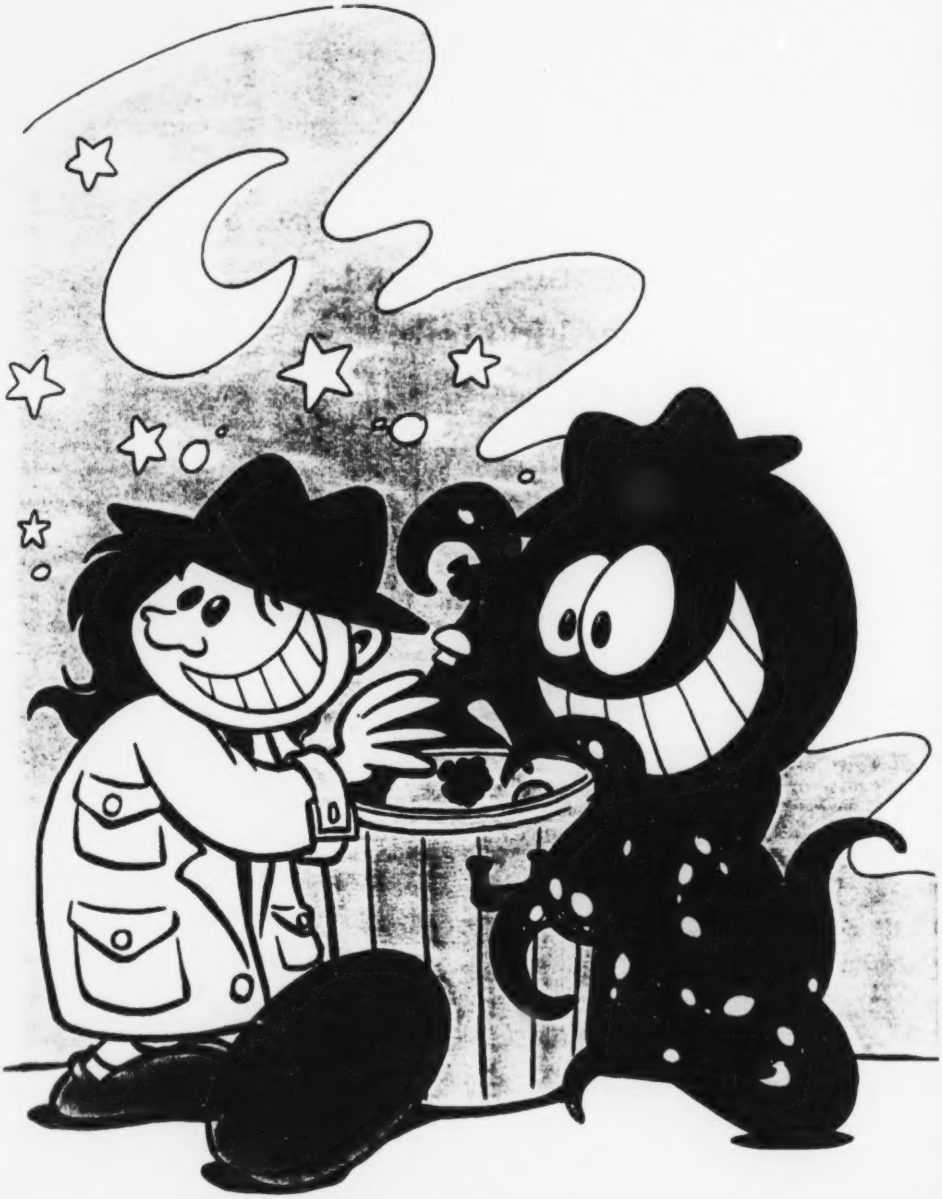
I thought about flying away to see my Aunt Rosa. Aunt Rosa lets me eat candy.

She lets me stay up as late as I want. And she never tells anyone—not even Dad.



I thought about digging a tunnel under the house. I'd make a trap door. In the middle of the night, I'd go get all the vegetables.



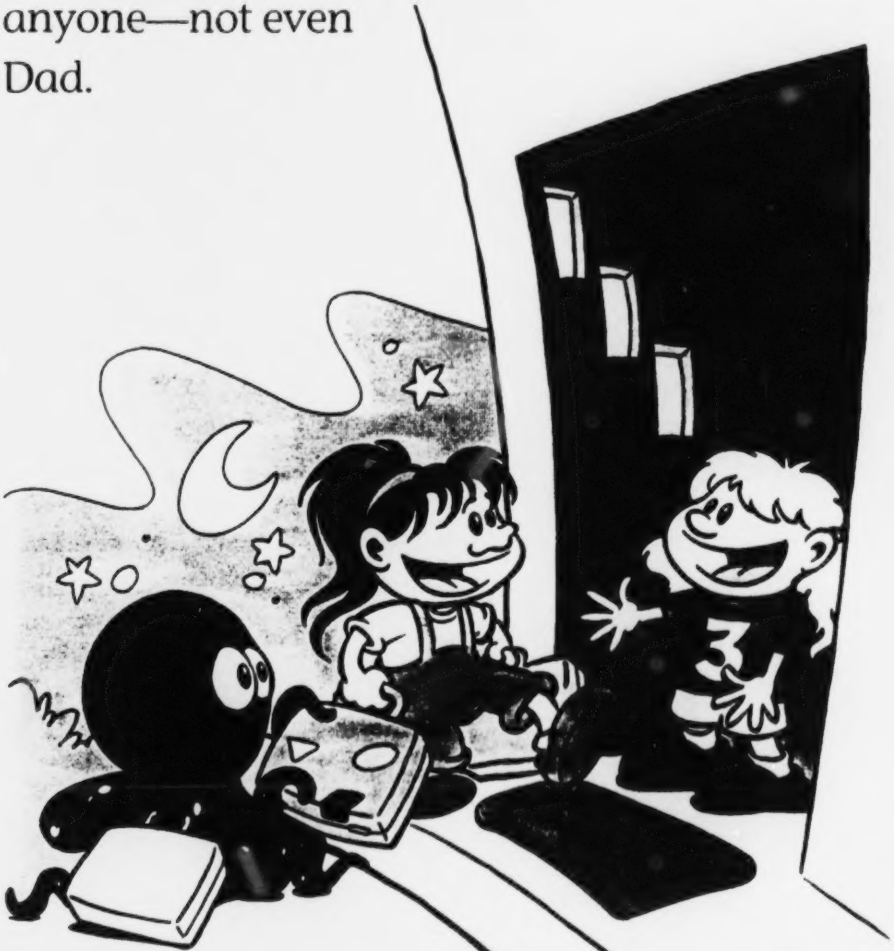


I'd throw them away.

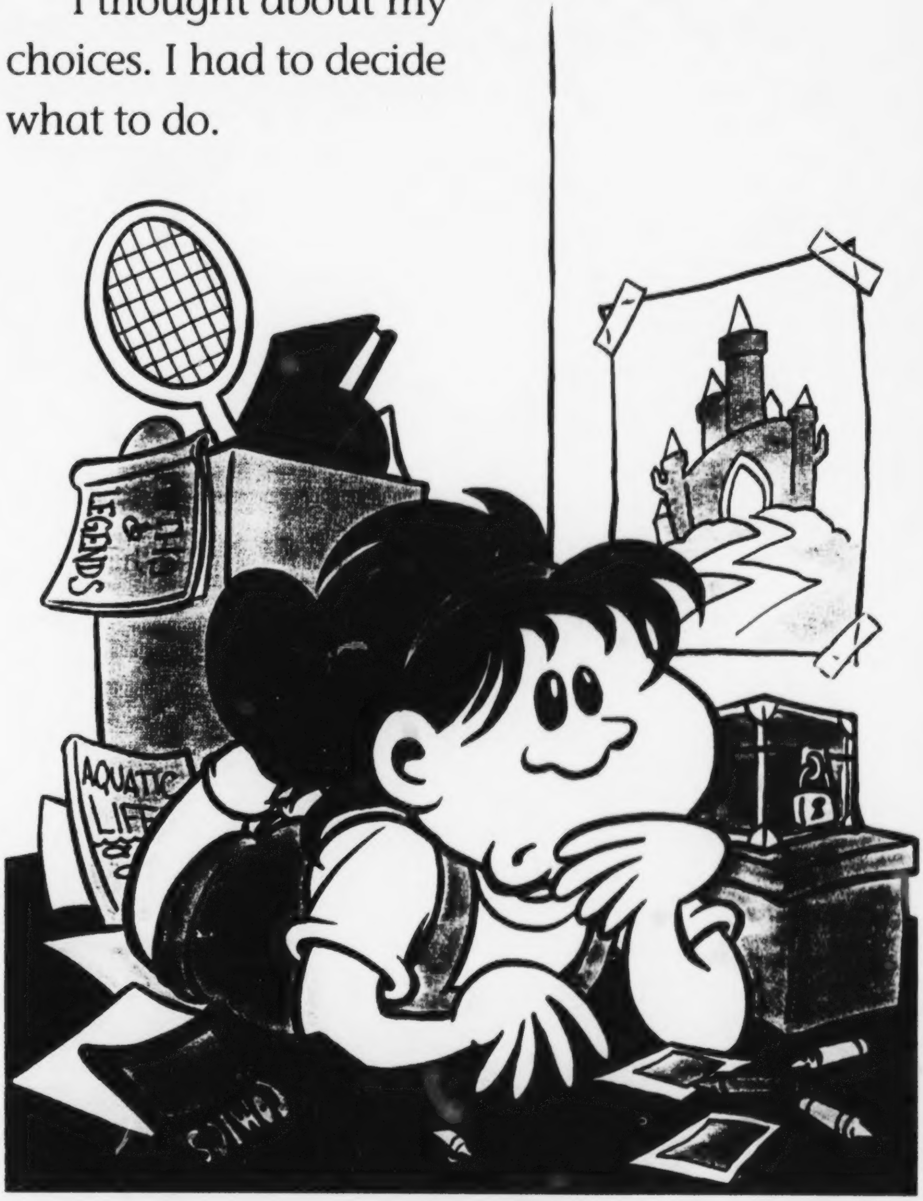
No one would know about it—not even Dad.

I could move to Nina's house. She wouldn't make me eat vegetables.

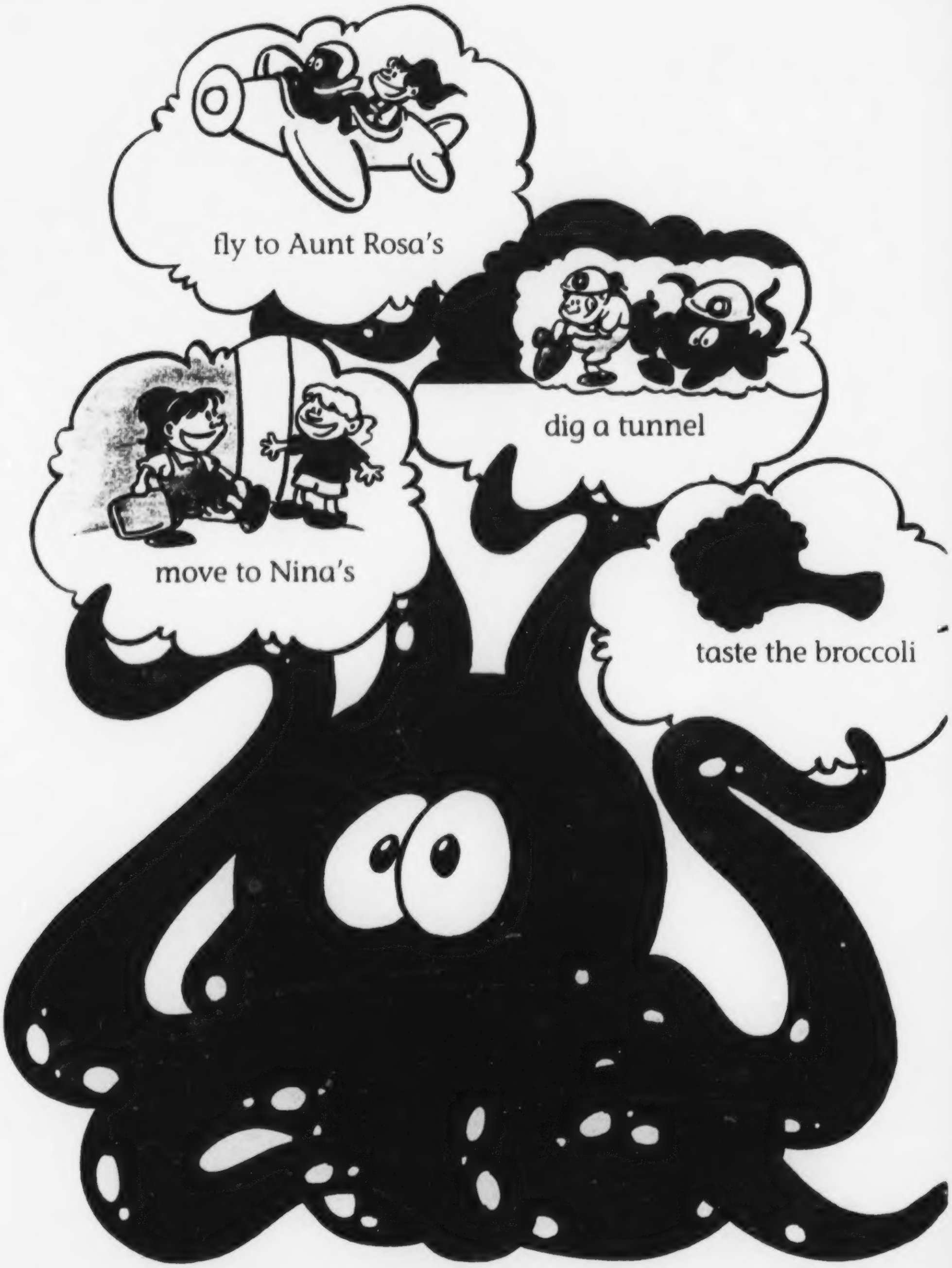
And she wouldn't tell anyone—not even Dad.



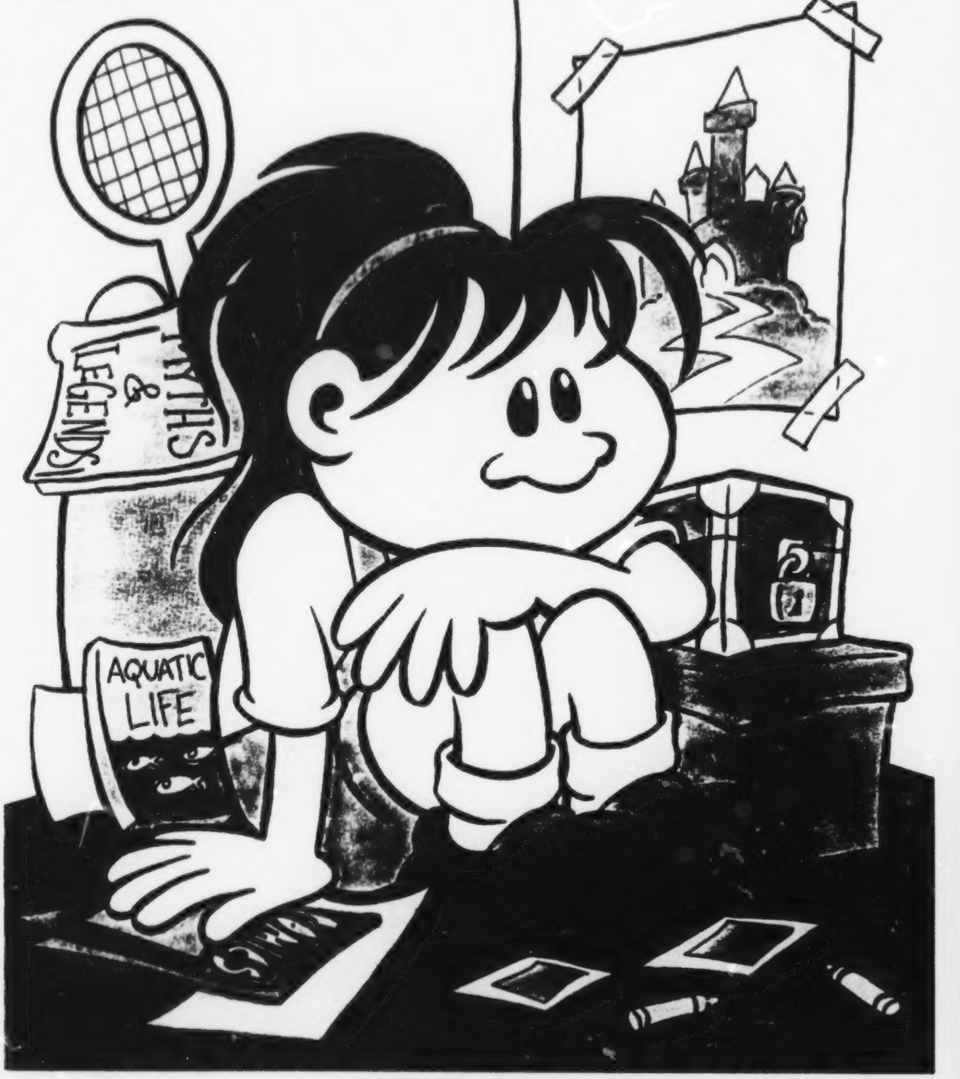
I thought about my choices. I had to decide what to do.


& LEGENDS
AQUATIC LIF
COMICS

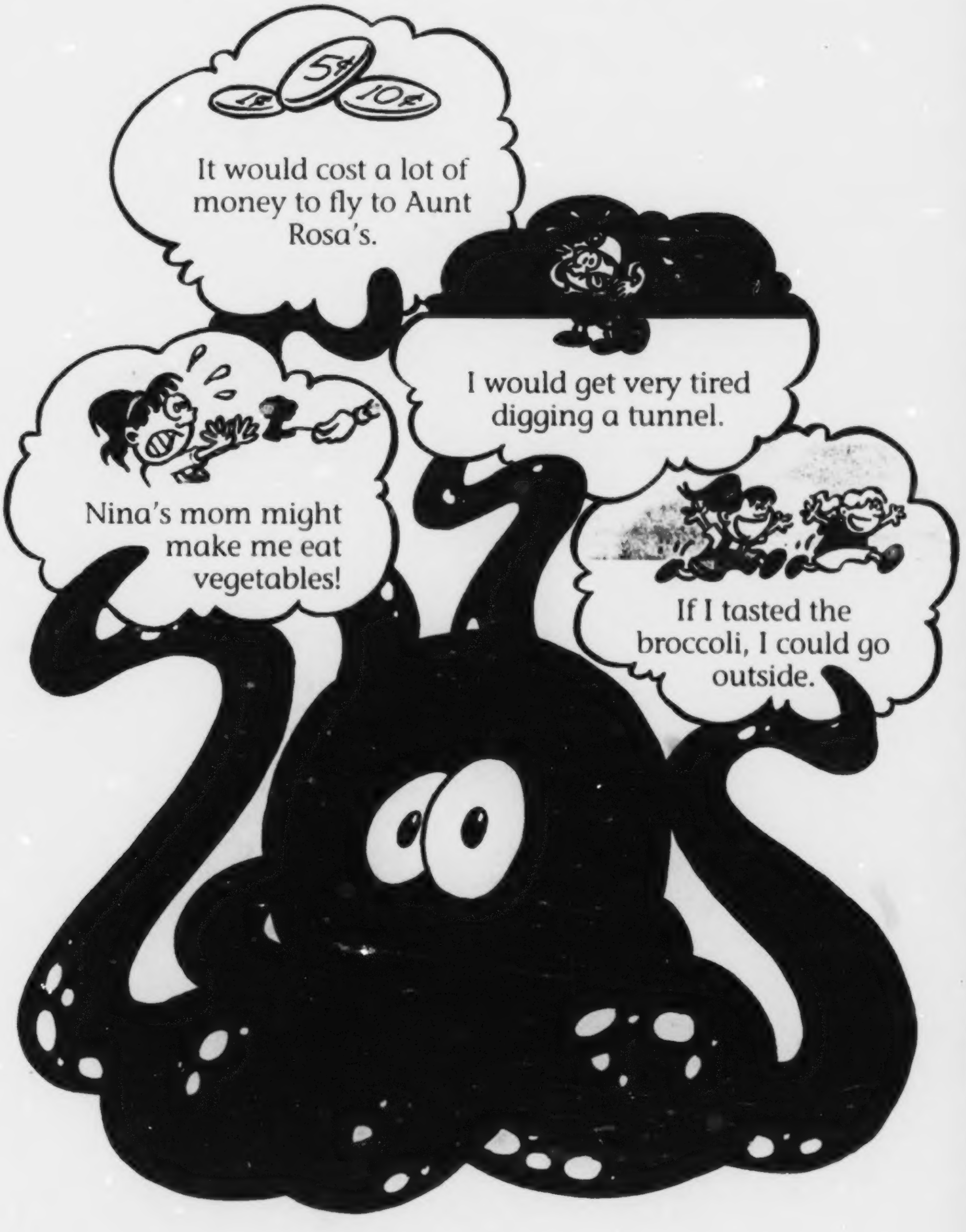
My choices:

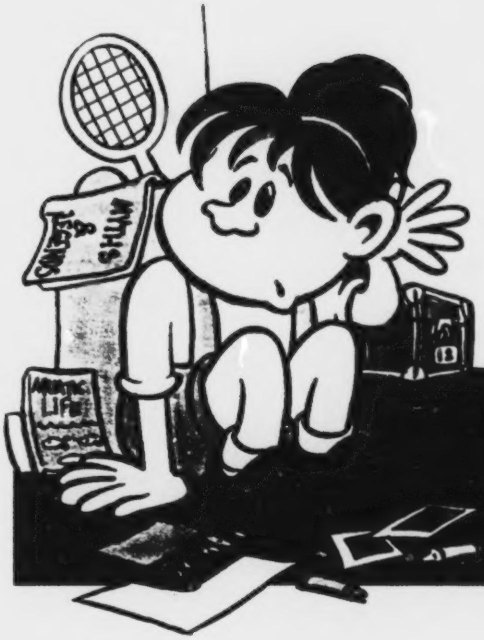

fly to Aunt Rosa's
dig a tunnel
move to Nina's
taste the broccoli

I thought about the consequences of my choices.


MYTHS & LEGENDS
AQUATIC LIFE

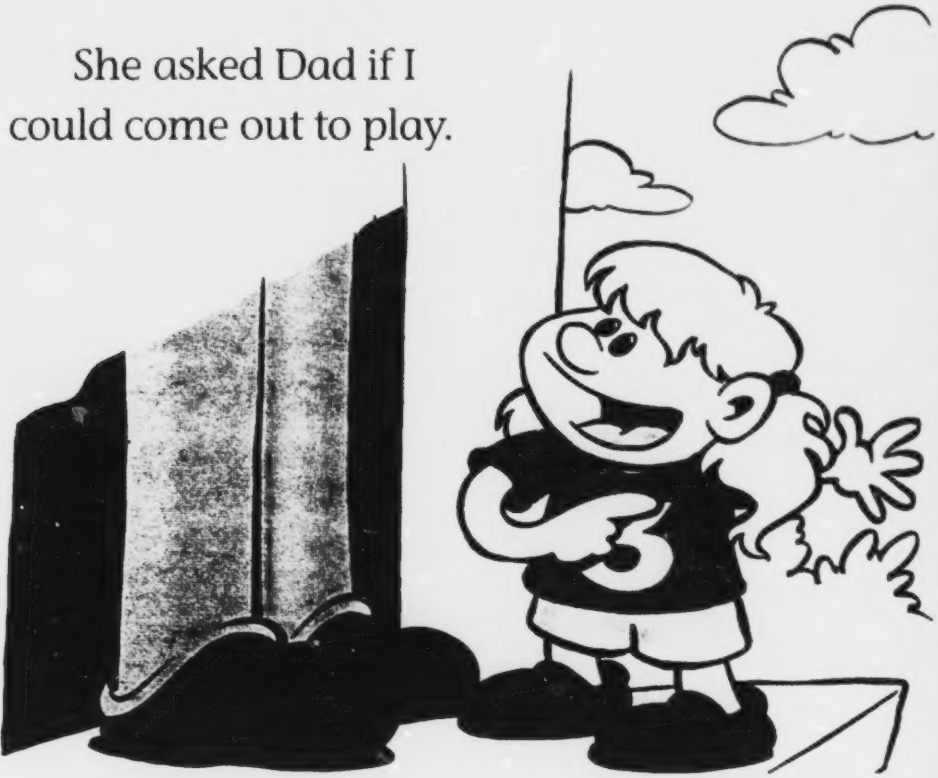
The consequences:


5¢
1¢
10¢
It would cost a lot of money to fly to Aunt Rosa's.
I would get very tired digging a tunnel.
Nina's mom might make me eat vegetables!
If I tasted the broccoli, I could go outside.


MYTHS & LEGENDS
ARCTIC LIFE

Then I
heard Nina at
the front door.

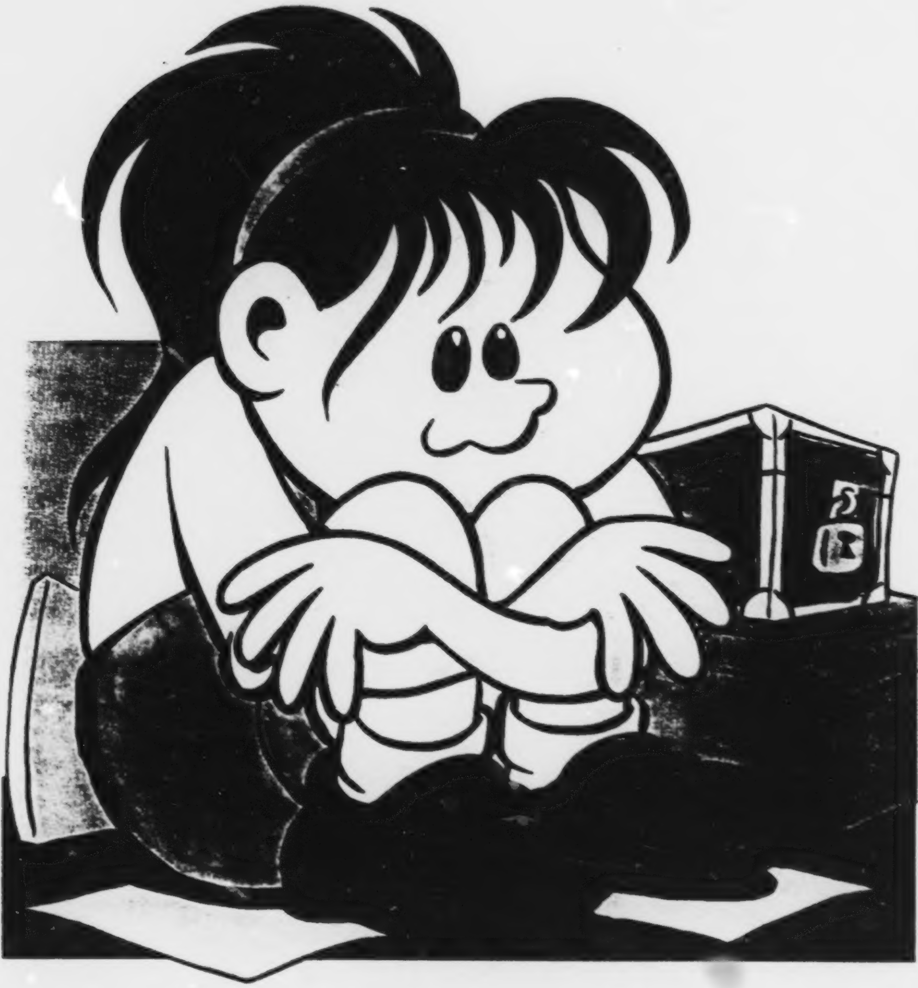
She asked Dad if I
could come out to play.

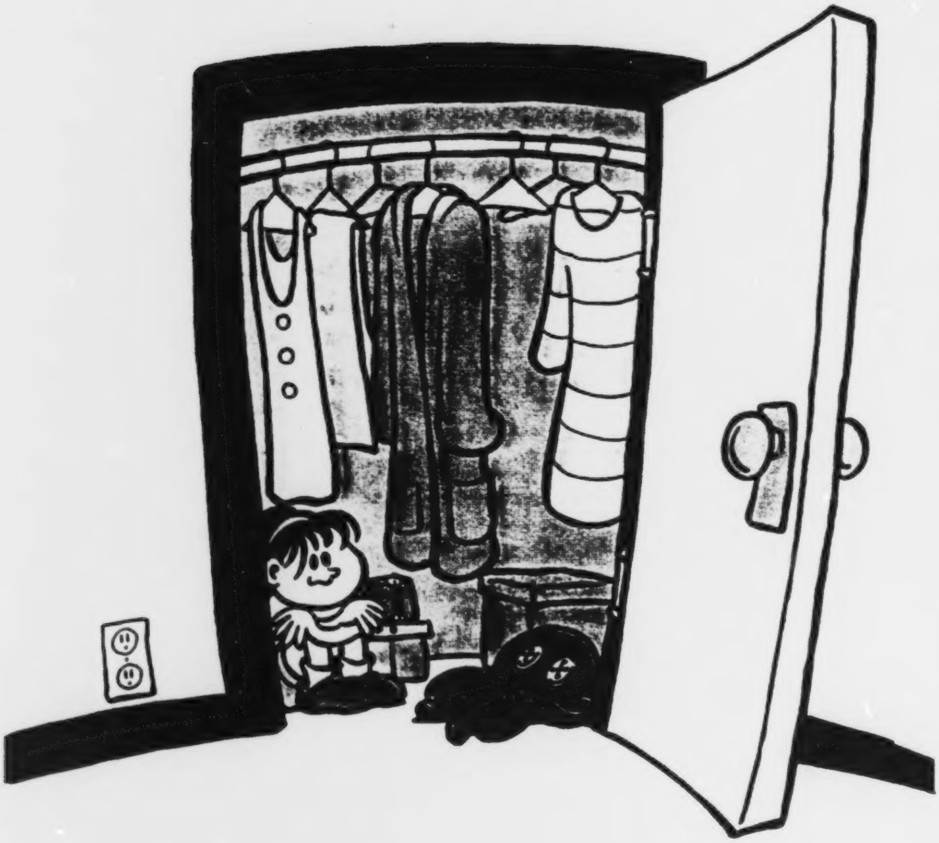


I thought about the broccoli.

I thought about Nina playing with Jerome instead of me.

I thought about my promise.





I began to feel lonely in my secret place.

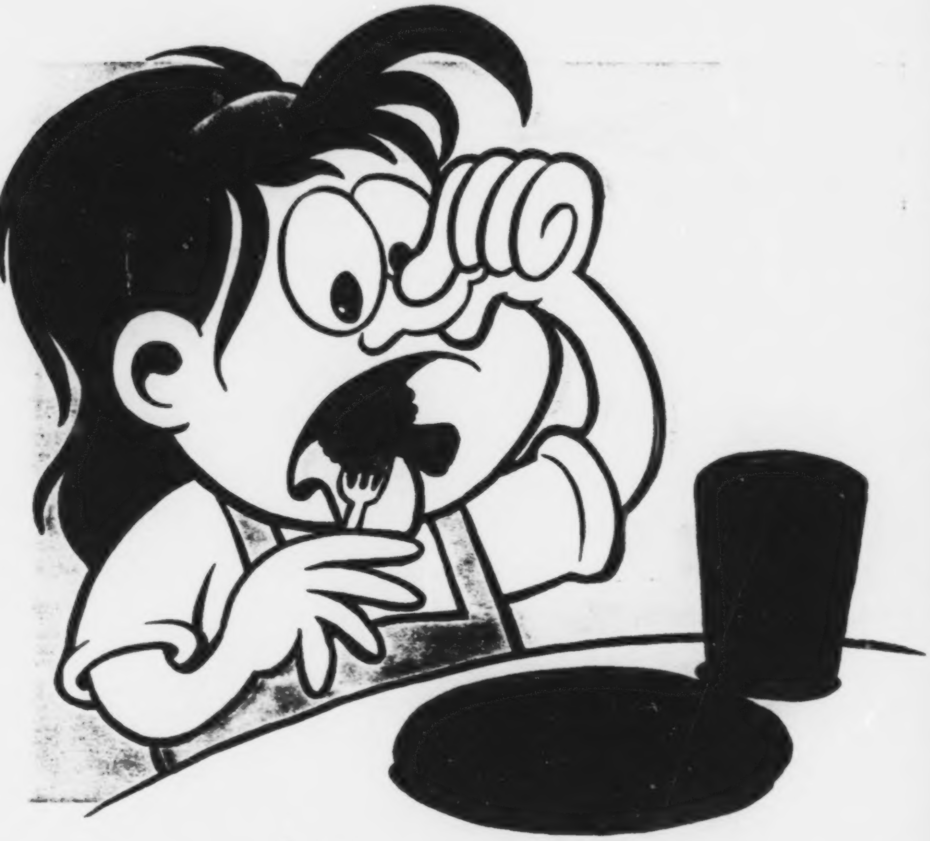
I decided to come out of my secret place. Dad saw me.

"How about some broccoli?" he said.

"You have to be big to like that stuff," I said.

"You are getting bigger," Dad said. "Eating vegetables will help you grow."

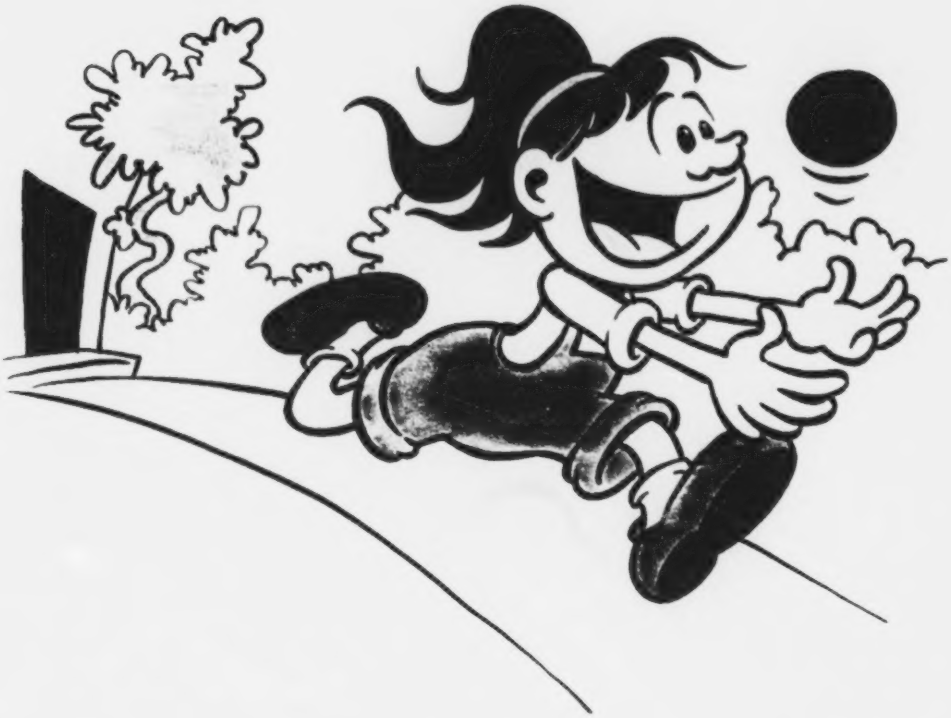
"OK," I said. "But I'm going to have to hold my nose. I'm not that big yet."



I took a bite of the broccoli. Then I ate the rest of my dinner.

Dad smiled at me.

"You can go outside to play now," he said. "Have fun!"



Who Likes That Stuff?

This book is about how you make healthy decisions. Julia doesn't want to taste the broccoli on her plate! But unless she does, she can't play outside. What are Julia's choices? What will she do?

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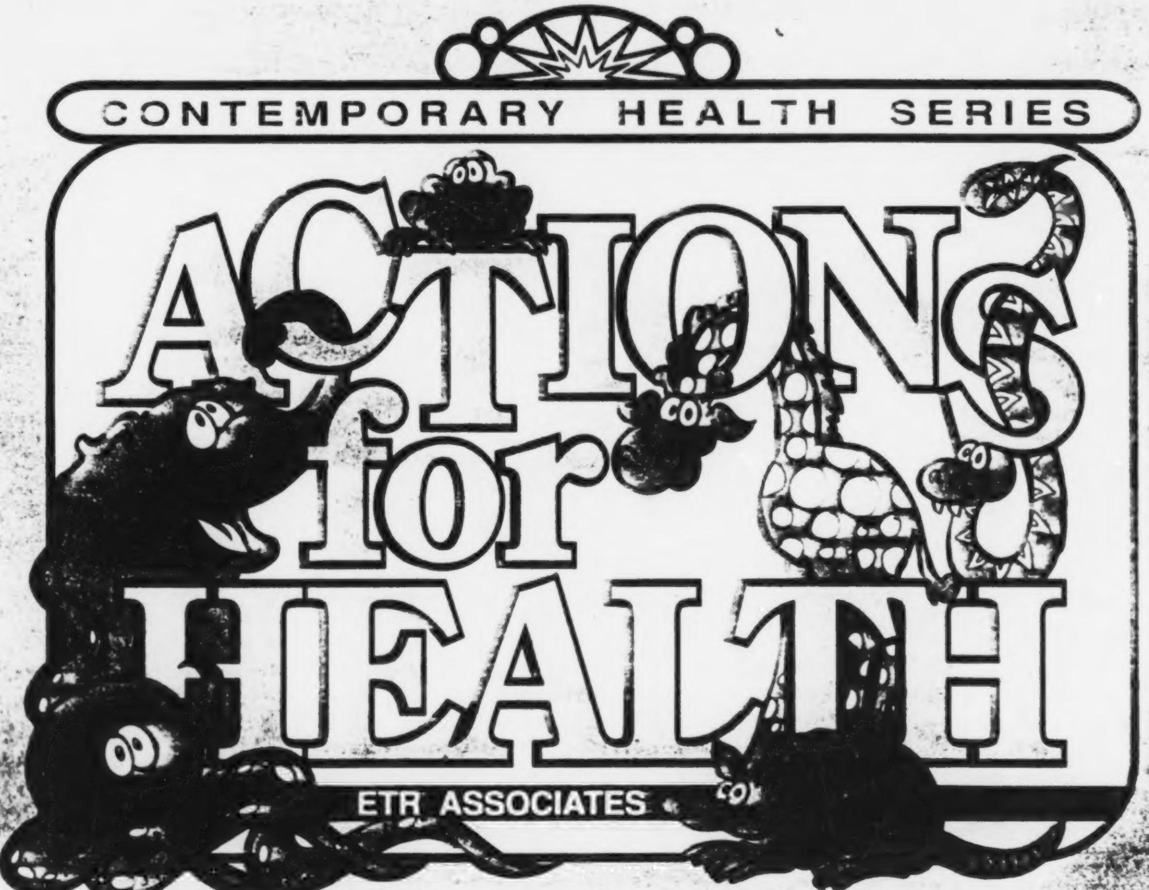

ACTIONS
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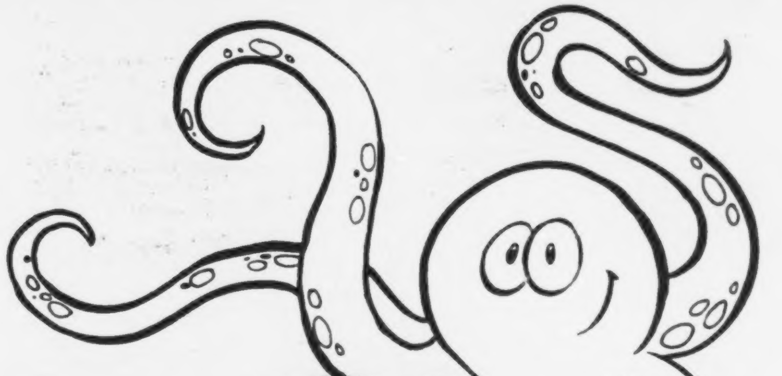
ACTIONS for HEALTH

Student Workbook

SAMPLE



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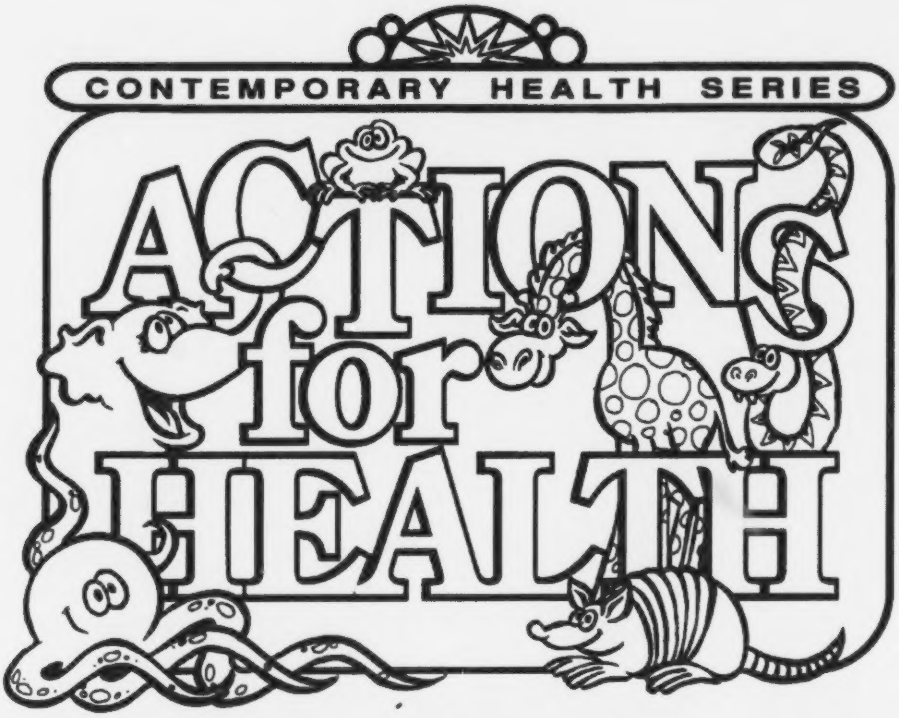

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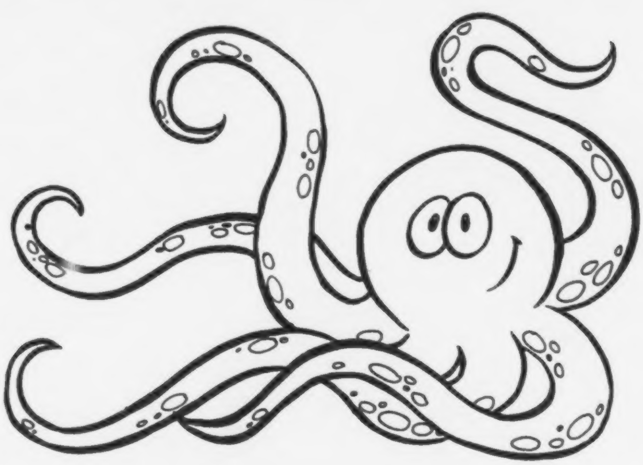
ACTIONS for HEALTH

Student Workbook



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1992

To the Teacher

Introduction

Actions for Health is a comprehensive health curriculum for students in grades kindergarten through six. Designed with the elementary educator's special needs in mind, this effective and easy-to-use curriculum addresses the scope of recommended health education content.

The curriculum is designed to make learning about health interesting, personal and fun. Activities challenge students to acquire and use knowledge, encourage the development of personal integrity and build important personal and social skills.

Elementary teachers need resources that affirm the learning partnership between student and teacher. This curriculum both promotes that partnership and helps empower children to make choices that contribute to their health and self-esteem.

About the Workbook

This workbook has been designed for students participating in Level 3 of the *Actions for Health* curriculum. The workbook includes all student pages from the curriculum, except the worksheets that are to go home with family letters. These letters and worksheets can be found in the *Involving Families* booklet. Teacher Background Information and other materials for the teacher's use are not provided in the workbook.

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Additional copies of this workbook are available for purchase. Bulk discounts are available for classroom sets.

For more information about other titles available in the series, please contact our Sales Department, ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call toll-free 1-800-321-4407.

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Name ______________________________

What's Special About Me?

Directions: Answer the questions about what makes you special.

Your Looks

1. What color is your hair? ______________________________

   How do you wear it? Is it straight, curly or wavy? ______________

2. What color are your eyes? ______________________________

3. Do you have freckles? ______________________________

Your Talents and Skills

4. Do you have a hobby?_____ What is it? ______________

5. Do you play an instrument? ______________________________

   Which instrument? ______________________________

6. What sports are you good at? ______________________________

   ____

7. Have you ever won an award? _____ What did you win an award for? ______________________________

   ____

8. Do you belong to any clubs or groups outside of school? ______________

   Which clubs or groups do you belong to? ______________________________

   ____

9. Can you speak a language other than English? ______________

   Which language? ______________________________

10. Have you ever fixed something that was broken? ______________

    What? ______________________________

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Name ______________________________

What's Special About Me? (continued)

Your Personality

11. What makes you laugh? ______________________________

12. What makes you sad? ______________________________
____

13. What makes you angry? ______________________________
____

14. What makes you a good friend? ______________________________
____

Your Family

15. How many people are in your family? ______________________________

16. Do you have a pet? _____ What is it? ______________________________

17. In what ways are the people in your family alike? ______________________________
____

18. In what ways are you different? ______________________________
____

Your Favorites

19. What is your favorite food? ______________________________

20. What is your favorite holiday or celebration? ______________________________

21. What is your favorite subject in school? ______________________________

What Else?

On another piece of paper, write about what else makes you special.

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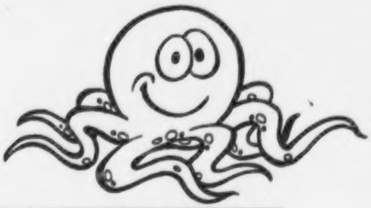
Name ____

Who Makes These Decisions?



Who Decides?	**Child**	**Adult**
To ride a bicycle or play ball only on streets that aren't busy		
To go out and play to get exercise		
To buy fresh fruits and vegetables		
To eat fresh fruits and vegetables		
To take an aspirin		
To brush teeth after eating		
To make an appointment with the doctor		
To choose a new dentist		
To put garbage in a garbage can rather than throwing it on the street		

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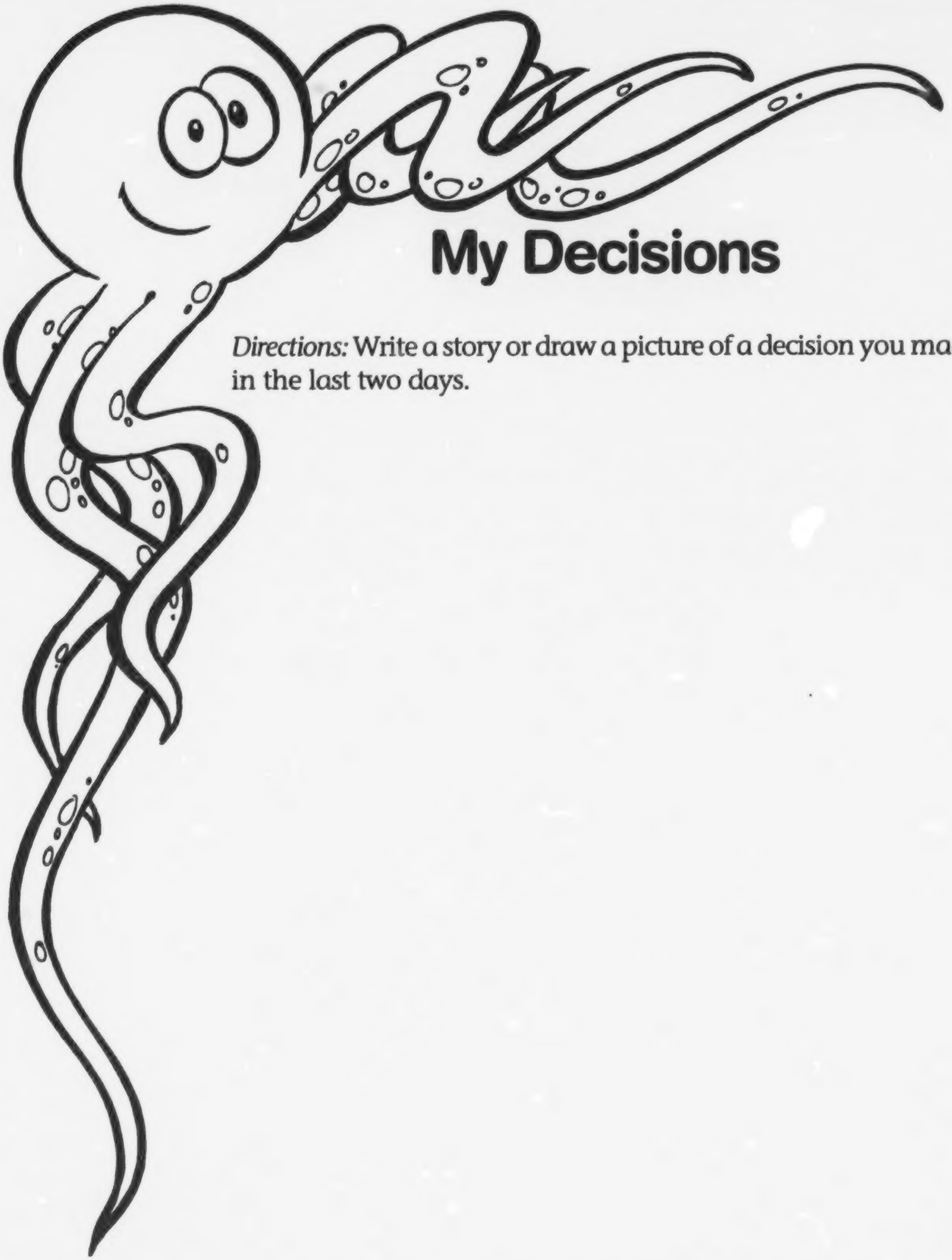
Name ______________________________



My Decisions

Directions: Write a story or draw a picture of a decision you made in the last two days.

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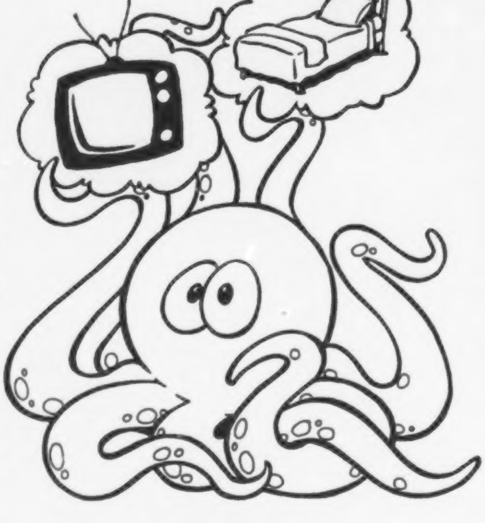
Name ____

You Decide



On Friday nights, Ana gets to stay up until ten o'clock. This Friday she wants to watch a movie on TV that doesn't start until nine o'clock, so it wouldn't be over until eleven o'clock, an hour past her bedtime. Ana doesn't like to watch just half of a movie and never know how it ends. So she asked her parents if she could stay up later.

Ana also wants to go to a carnival in the next town with her friend's family at eight o'clock in the morning. Her parents told her that she can decide to stay up and watch the whole movie. But then she cannot go to the carnival in the morning, because she'll need to sleep longer.

1. What decision does Ana need to make?
   - ***What to do about watching the movie.***

2. What are her choices?
   - ***Stay up until 11:00 and watch the whole movie.***
   - ***Watch part of the movie and go to bed at 10:00.***

3. What are the consequences of each choice?

4. What do you think is the best decision for Ana?

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Name ______________________________

How to Make a Decision

Directions: Cut out the pictures of the decision steps from the next page. Glue each picture in the box next to the decision step it shows. Then answer the questions about the decision at the top of the next page.

1. **Identify the decision.**

2. **Consider the choices.**

3. **Think about the consequences of each choice.**

4. **Make the decision.**

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Name ______________________________

How to Make a Decision (continued)

5. Evaluate the decision.

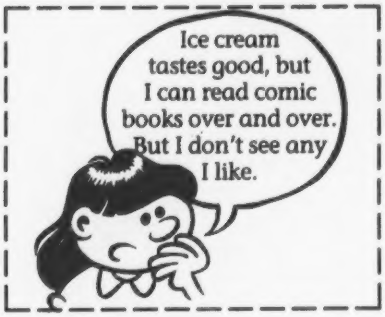
Do you think this is a good or bad decision? ______________________

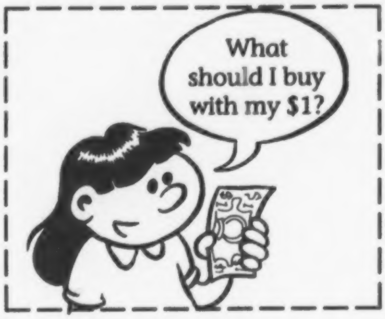
Why? ______________________________

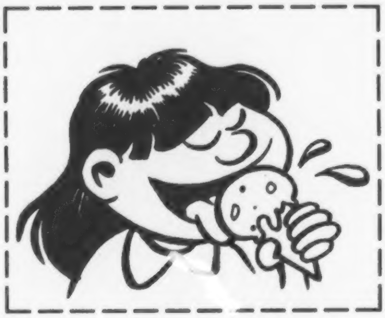
____

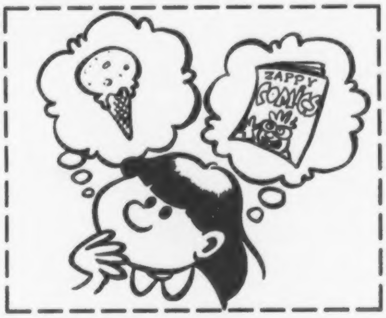
____

____


Ice cream tastes good, but I can read comic books over and over. But I don't see any I like.


What should I buy with my $1?




ZAPPY COMICS

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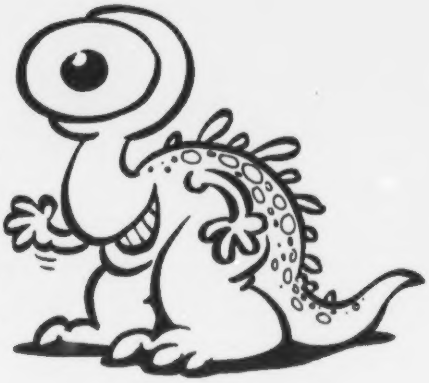
Name ______________________________

Advice to an Alien



Directions: One morning you find an eight-year-old alien in your yard. This child has come to Earth alone. The alien has heard that on Earth eight-year-olds live with families. This alien child is trying to decide whether to move in with an Earth family or live alone. This child needs your help!

1. What decision does the alien have to make? ______________________________

   ____

2. What are the alien's choices? ______________________________

   ____

   ____

   ____

   ____

3. What are the consequences of each choice? ______________________________

   ____

   ____

   ____

   ____

4. What do you think is the best choice for the alien? ______________________________

   ____

   ____

5. Why did you make this choice? ______________________________

   ____

   ____

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Name ____

The Day Nobody Cooperated

Directions: Your job is to cooperate with your group to write a story, act out a play or draw a picture of what a day would be like if nobody cooperated. Fill in the answers on the worksheet as your group decides what to do.

1. What will your group do? a story a play a drawing (circle one)
2. Who does what?

Name	**Job**

3. After your group shows your project to the class, answer this question—What is one way that cooperation and consideration would have made this day better?

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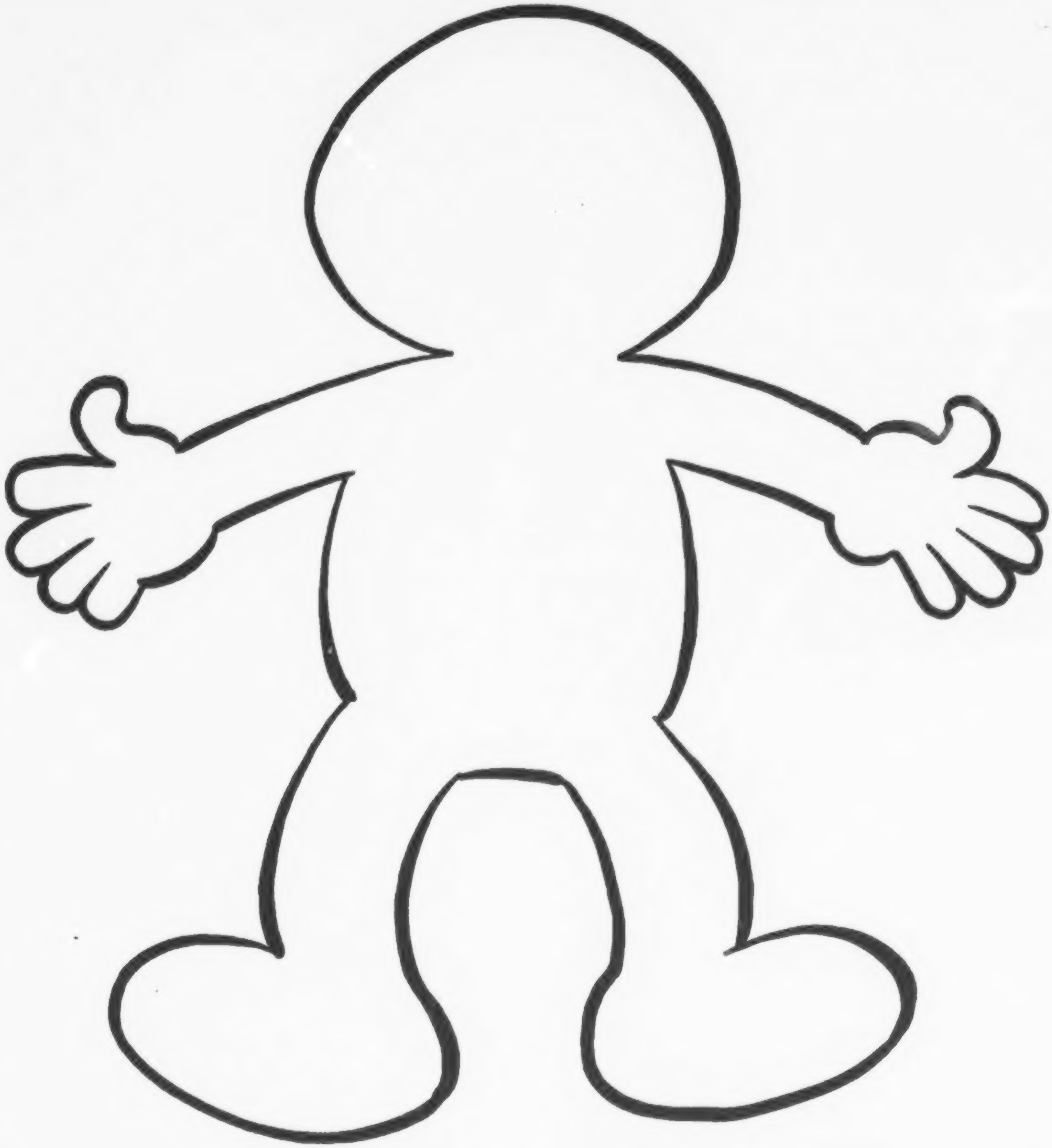
Name ______________________________

We Are a Team

Directions: Color this person to look like you. Write your name somewhere on the person. Then cut it out and give it to your teacher to hang in your classroom.



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Name ____________________

Class Stories

Directions: Read the stories about things that can happen in class. Then answer the questions about each story.

1. Amy needs to sharpen a pencil. There are five other children in line.

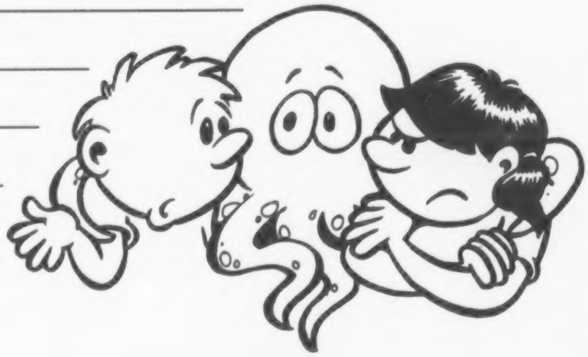
   What is a considerate choice Amy can make? ____________________

   What is an inconsiderate choice Amy can make? ____________________

2. Bill fumbles the ball in a game. Karen gets very mad at him because of it.

   What is a considerate choice Karen can make? ____________________

   What is an inconsiderate choice Karen can make? ____________________



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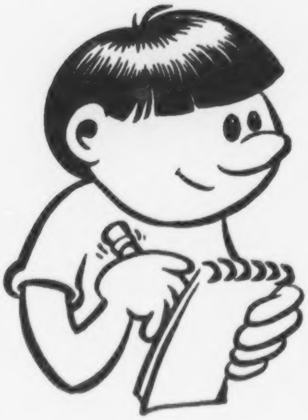
Name ______________________________

Interview a Friend



Directions: Choose a classmate you don't know very well to interview. Ask this person the following questions. Add one or two questions of your own. Listen carefully to the answers to the questions. You don't have to write down the answers. Then tell the class what your new friend said.

1. How many people are there in your family? ______
2. What is your favorite food? ______________________

____

3. What is your favorite game or toy? ____________________

____

4. Where in the world would you like to go someday?

____

5. What is something you do very well? ______________

____

6. What is something that always makes you laugh or smile?

____

7. If you were a cartoon character, who would you be? ______________

____

8. Why are friends important? ______________________________

____

9. ______________________________________

____

10. ______________________________________

____

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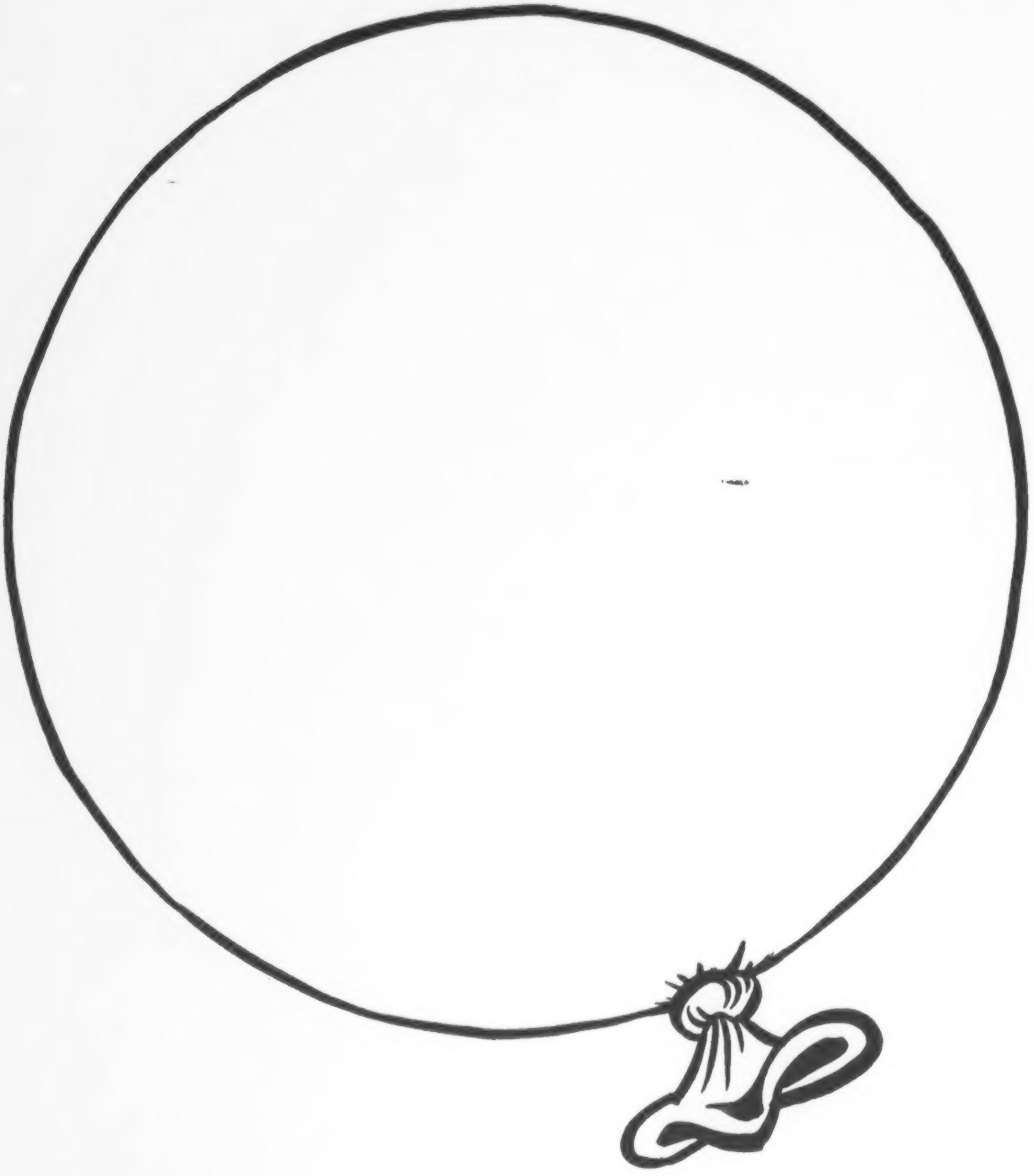
Name ______________________________

Friendship Balloon

Directions: Print the name of the friend you interviewed in the balloon. Then draw a picture in the balloon of two things that are special about your friend.



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Name ____________________

Safety Stop

Directions: Put the decision steps in the correct order by drawing a line from each step to the correct number.

- Evaluate the decision.
- Consider the choices.
- Think about the consequences of each choice.
- Identify the decision.
- Make the decision.

Color and cut out the Safety Stop sign. Glue it by the number of the decision step it belongs to.

Decision Step	Safety Stop
1	
2	
3	
4	
5	

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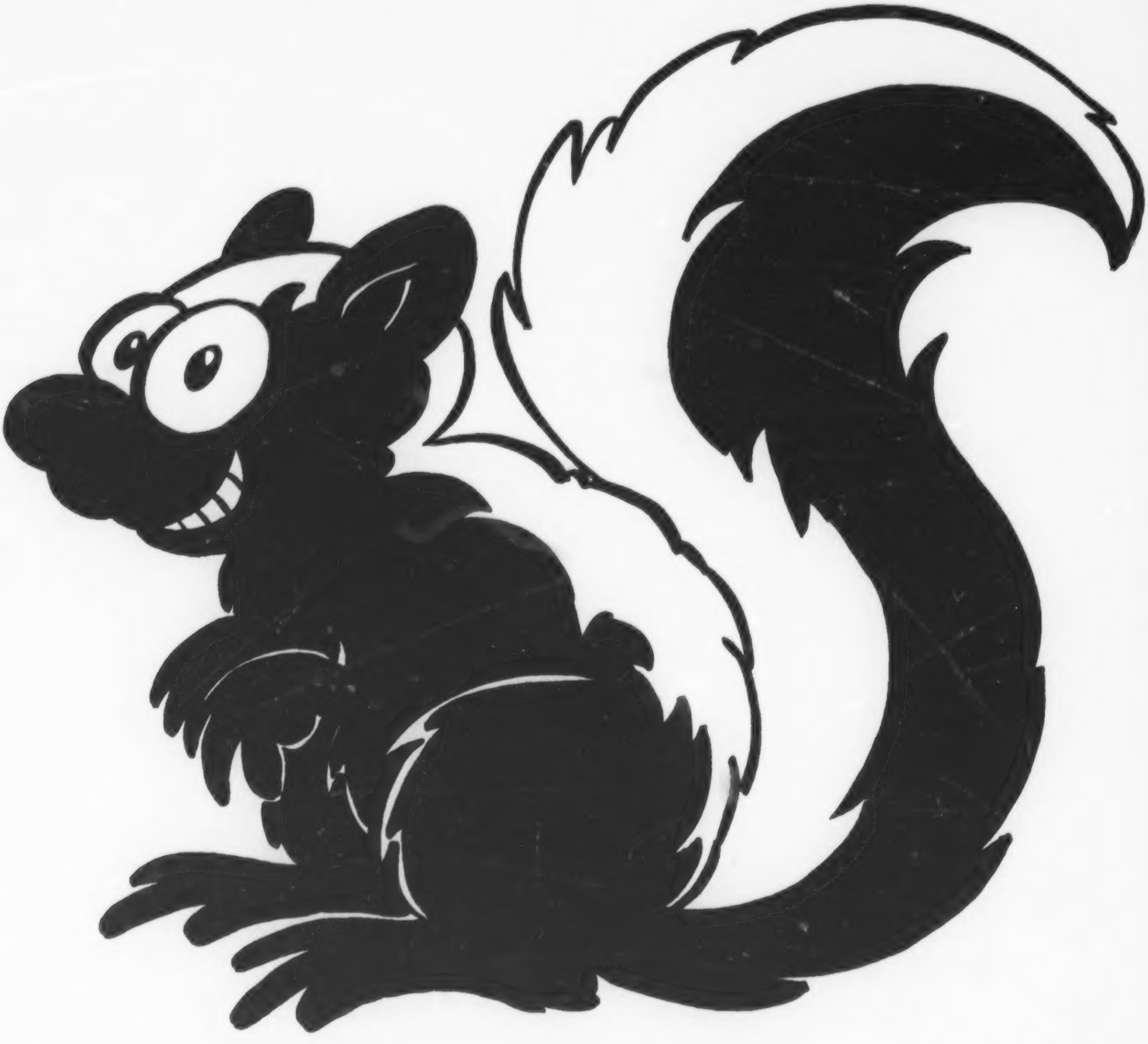
Name ____

Skunky

Directions: Color the picture of Skunky. Then paste it on heavier paper and cut it out. Paste a stick to the back to make a puppet. Use the puppets to act out the fable.



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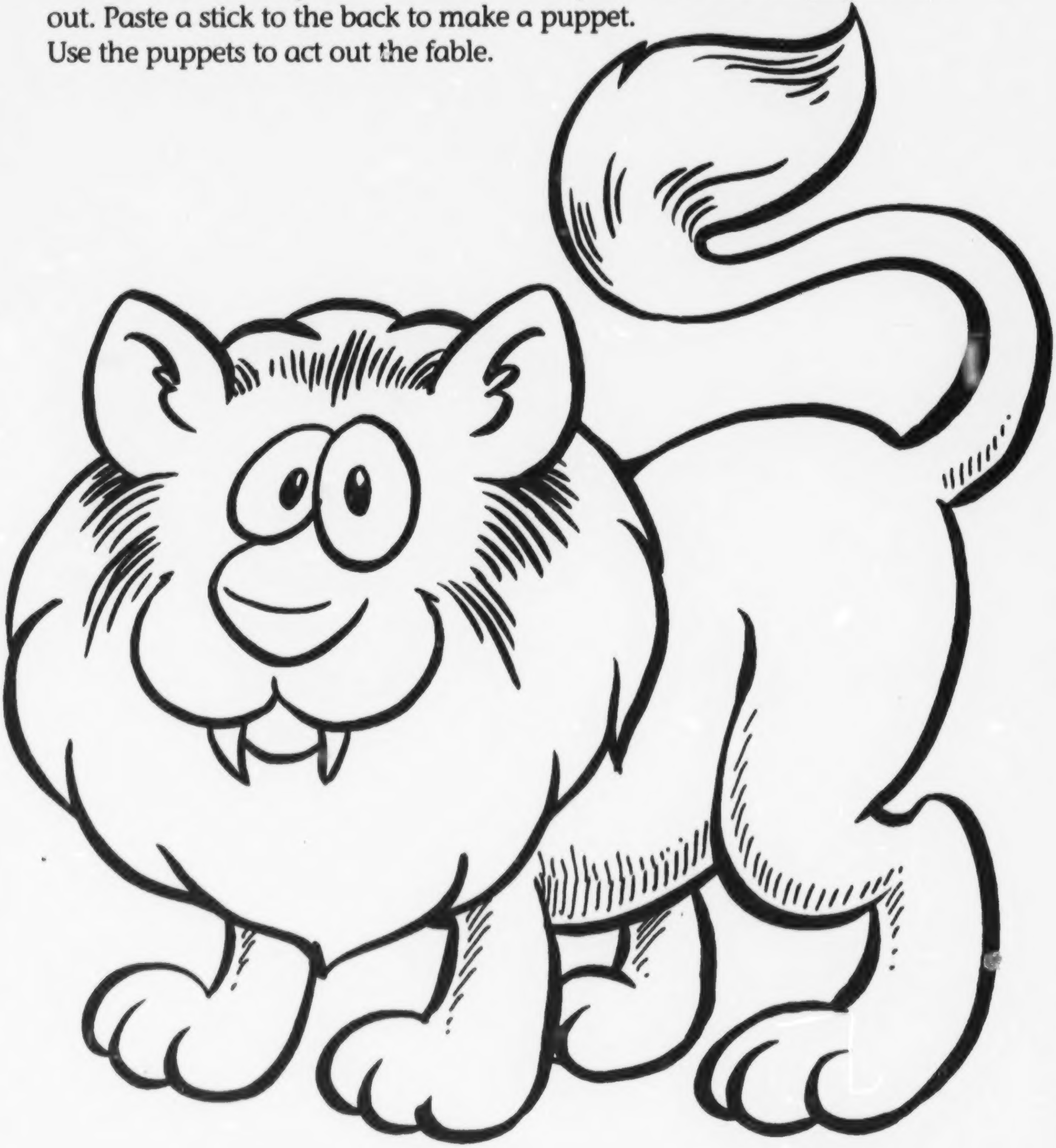
Name ____

Lionel

Directions: Color the picture of Lionel. Then paste it on heavier paper and cut it out. Paste a stick to the back to make a puppet.
Use the puppets to act out the fable.



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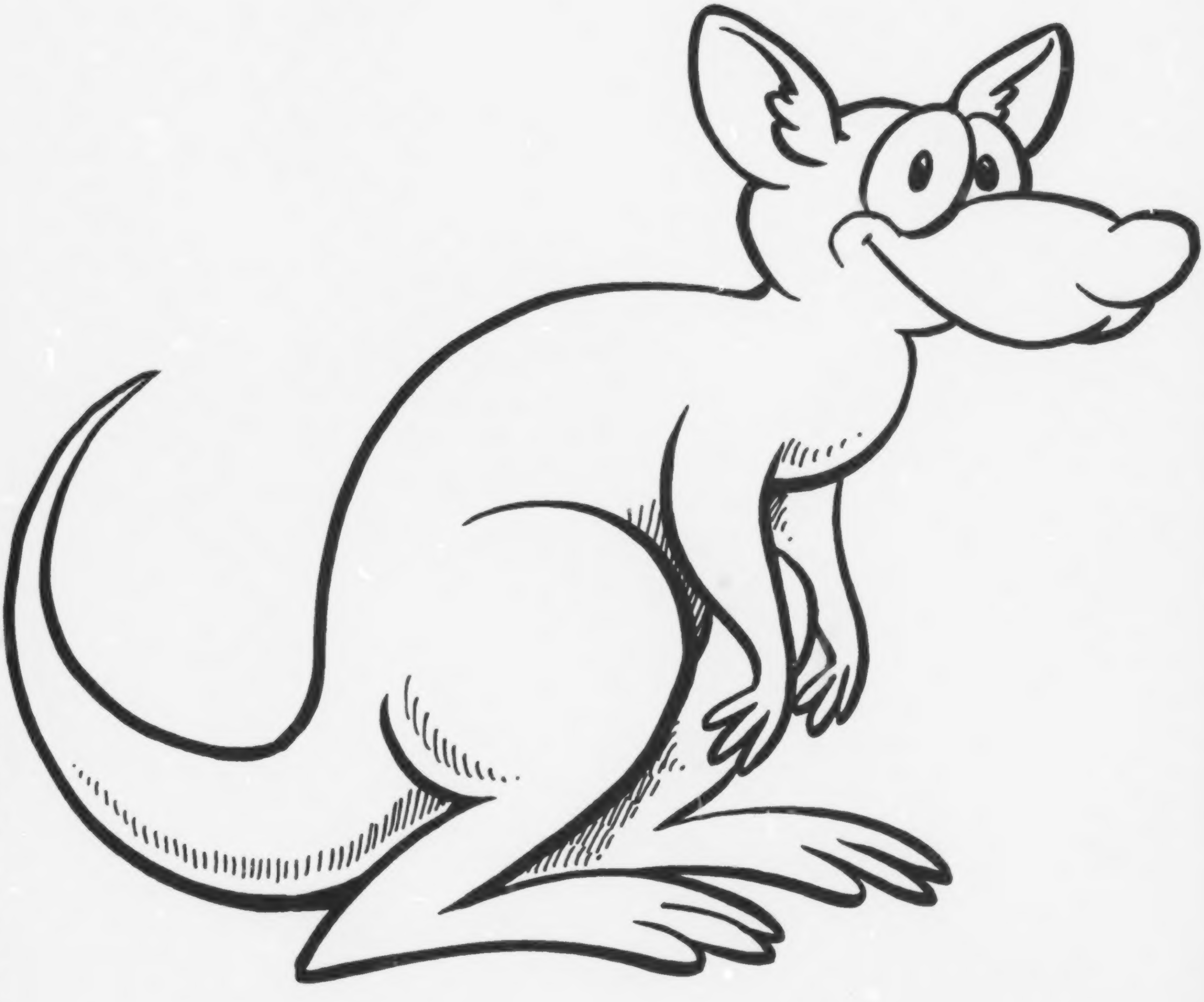
Name ______________________________

Kanga

Directions: Color the picture of Kanga. Then paste it on heavier paper and cut it out. Paste a stick to the back to make a puppet. Use the puppets to act out the fable.



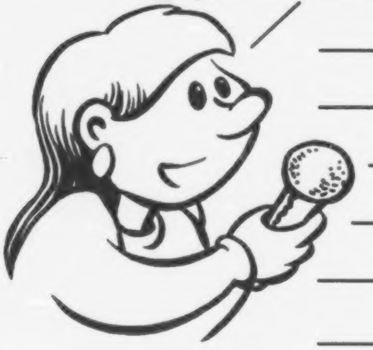
Actions for Health 3

Name ______________________________

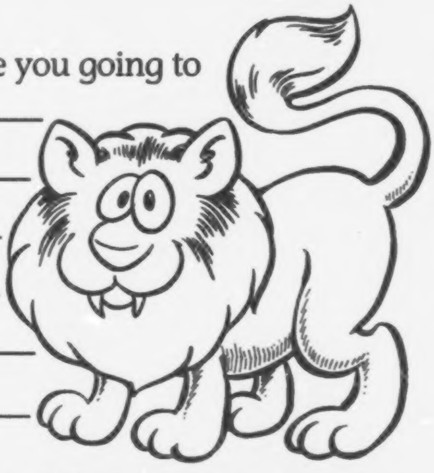
Talk to the Animals

Directions: Pretend a reporter is talking to the animals from the fable. The reporter wants to find out what they plan to do to become more fit. Write each animal's answer to the question.

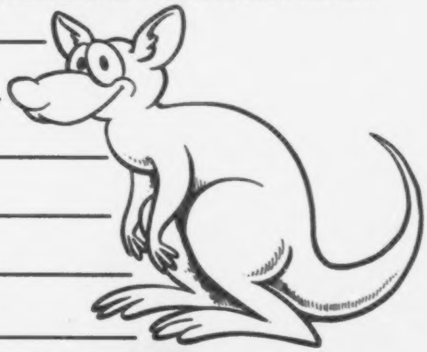
"Skunky, after meeting those wolves, what are you going to change in your life?"



"Lionel, I bet this has changed your life. What are you going to do to become more fit?"



"Kanga, you had a close call. Will you do anything different to become more fit?"



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Name ____

My Activity Level

1. The physical activity I like best is ____________________
   ____.

2. The time of day I like to be active is ____________________
   ____.

3. Something active that families can do together is ____________________
   ____.

4. The game we play in P.E. class that I like best is _____
   ____.

5. The physical activity I would like to be better at is ____
   ____.

6. The running game I like best is ________________________________
   ____.

7. A new activity I would like to try is ________
   ____
   ____.

Name ______________________________

Decisions About Rest

Directions: Read the story about Teresa. Then answer the questions about her decision.

Teresa loves to play outdoors. She can't get enough of running, jumping rope, biking and swimming. One day after jumping rope with her friends for a couple of hours, Teresa feels very tired. Her jump-rope friends have gone home. But now another friend comes over and invites her to ride her bike to the park right now. Teresa would like to go to the park. But she's still feeling very tired.

Step 1. What decision does Teresa have to make?

Should she go to the park or rest?

Step 2. What choices does she have?

1. ______________________________

2. ______________________________

3. ______________________________

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Name

Decisions About Rest (continued)

Step 3. What are the consequences of each choice?

1.

2.

3.

Step 4: What decision do you think Teresa should make?

Why?

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Name ____

Sorting Foods

Directions: Mark a red X in column 1 next to all the red foods. Draw a happy face in column 2 beside the foods you like. Put a question mark in column 3 for any foods you have not tasted. Mark an X in column 4 for the healthy foods on the list.

	1 Color	2 ☺	3 ?	4 Healthy
swiss cheese				
candy				
tomatoes				
bagels				
tortillas				
chicken				
watermelon				
strawberry yogurt				
tortilla chips				
oatmeal				
peanut butter				
beans				
milk				
soft drinks				
hamburger				
broccoli				
noodles				
rice				
cookies				

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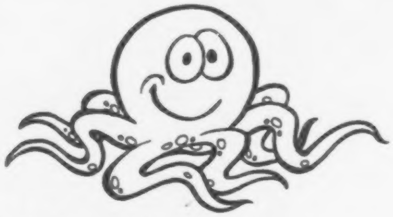
Name ______________________________

Finding Healthy Foods



Directions: Use this special code to find the names of nine secret foods. Write the letter that matches the number on the line or in the circle above the number. The first one has been done for you.

a	b	c	d	e	f	g	h	i	j	k	l	m
26	25	24	23	22	21	20	19	18	17	16	15	14
n	o	p	q	r	s	t	u	v	w	x	y	z
13	12	11	10	9	8	7	6	5	4	3	2	1

- *b* *r* (*e*) (*a*) *d*
  25 9 22 26 23
- ○ ___ ___ ___ ___ ___
  7 6 9 16 22 2
- ___ ○ ___ ○
  24 26 16 22
- ○ ___ ___ ○ ___ ___ ___ ○ ___ ___
  4 26 7 22 9 14 22 15 12 13
- ___ ___ ○ ___
  14 18 15 16

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Name ______________________________

Finding Healthy Foods (continued)

- ○ ___ ___ ○ ○
  24 26 13 23 2
- ___ ___ ○ ___ ___ ___   ○ ___ ○ ___ ___
  11 12 7 26 7 12   24 19 18 11 8
- ○ ○ ______
  25 22 22 21
- ___ ___ ___ ___ ___ ○ ___ ___ ○ ○
  20 9 26 11 22 21 9 6 18 7

Now go back. You only want foods that help you stay healthy. Cross out the names of any foods that do not help the body stay healthy.

Each food has some letters circled. Write the circled letters from the foods that are not crossed out on the lines below. Write the letters in the order they appear. Find the secret message!

___ ___ ___   ___ ___ ___ ___!   ___ ___   ___ ___ ___!

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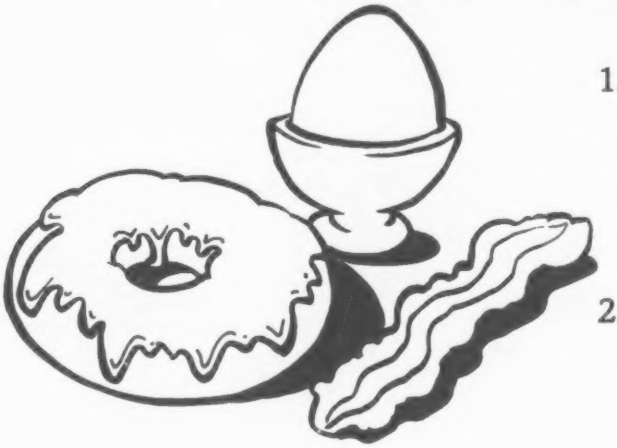
Name ______________________________

Breakfast Is Served

Directions: Answer the two questions about each breakfast. Then color the breakfast you think will do the most to help the body stay healthy. Remember, Others foods are not a healthy food group.



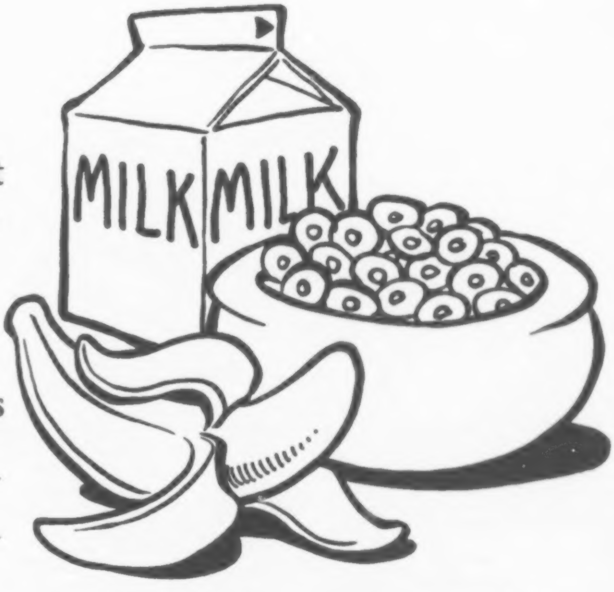
1. Does this meal have foods from at least three healthy food groups?

   ____

2. How many foods from the Others group are in this meal? ________

   Are there two or fewer? ________

(Foods: egg, bacon, doughnut)



1. Does this meal have foods from at least three healthy food groups?

   ____

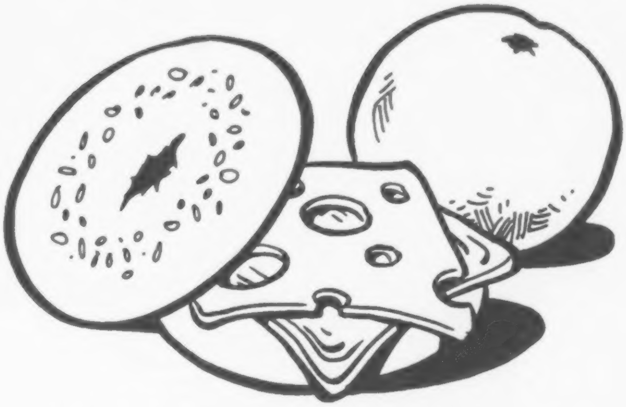
2. How many foods from the Others group are in this meal? ______

   Are there two or fewer? ______

(Foods: milk, cereal, banana)

Name ______________________________

Breakfast Is Served (continued)



(Foods: bagel with cheese and meat, orange)

1. Does this meal have foods from at least three healthy food groups?

____

2. How many foods from the Others group are in this meal? ________
Are there two or fewer? ________

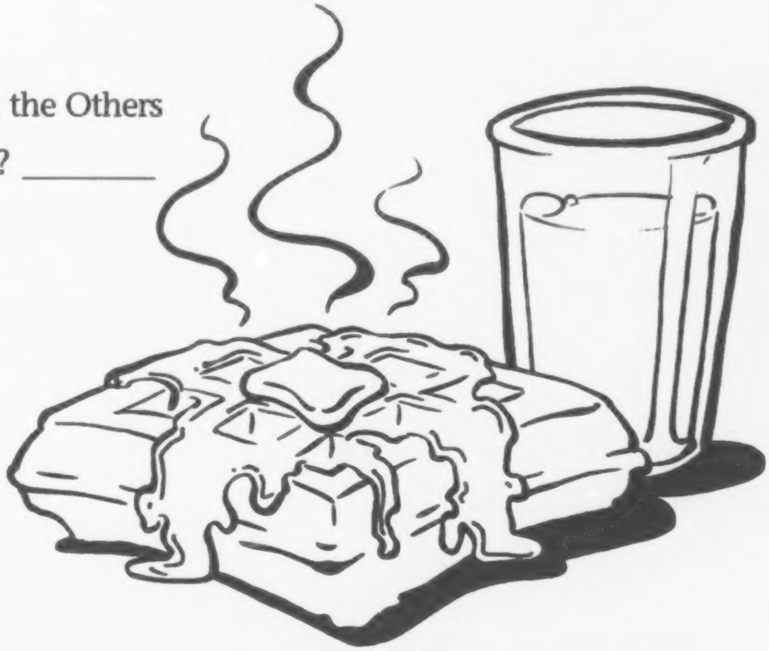
1. Does this meal have foods from at least three healthy food groups?

____

2. How many foods from the Others group are in this meal? ________

Are there two or fewer?

____



(Foods: waffle with butter and syrup, milk)

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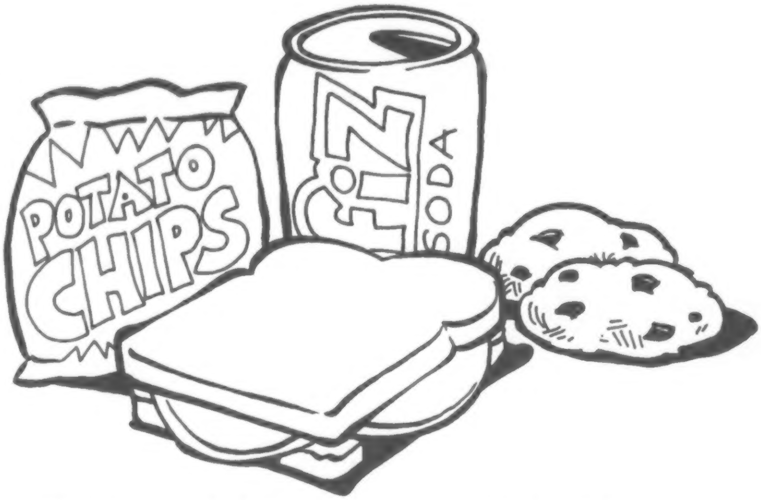
Name ____

What's for Lunch?

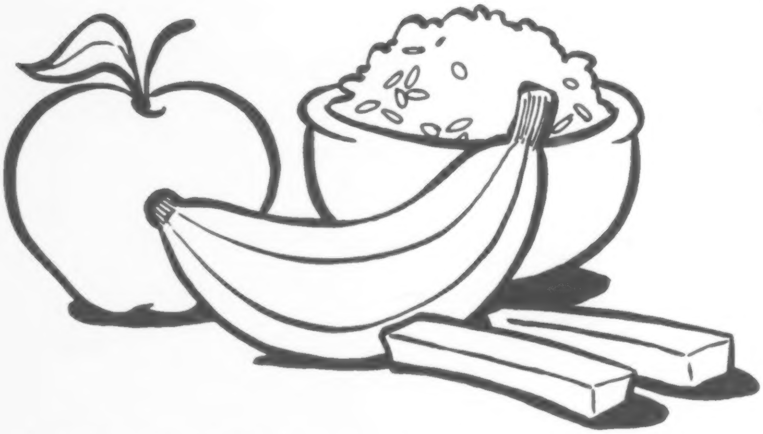
Directions: Answer the two questions about each lunch. Then color the lunch you think will do the most to help the body stay healthy. Remember, Others foods are not a healthy food group.

1. Does this meal have foods from at least three healthy food groups? __________

2. How many foods from the Others group are in this meal? ______________
   Are there two or fewer?
   ____



(Foods: sandwich with meat, potato chips, soda, cookies)



1. Does this meal have foods from at least three healthy food groups?
   ____

(Foods: rice, banana, apple, cheese)

2. How many foods from the Others group are in this meal? ____________
   Are there two or fewer? __________

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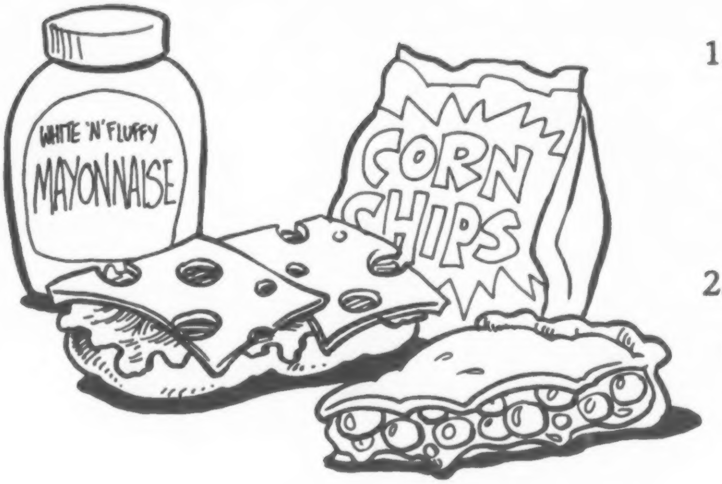
Name________________________________

What's for Lunch? (continued)


WHITE 'N' FLUFFY
MAYONNAISE
CORN CHIPS

1. Does this meal have foods from at least three healthy food groups?

   ____

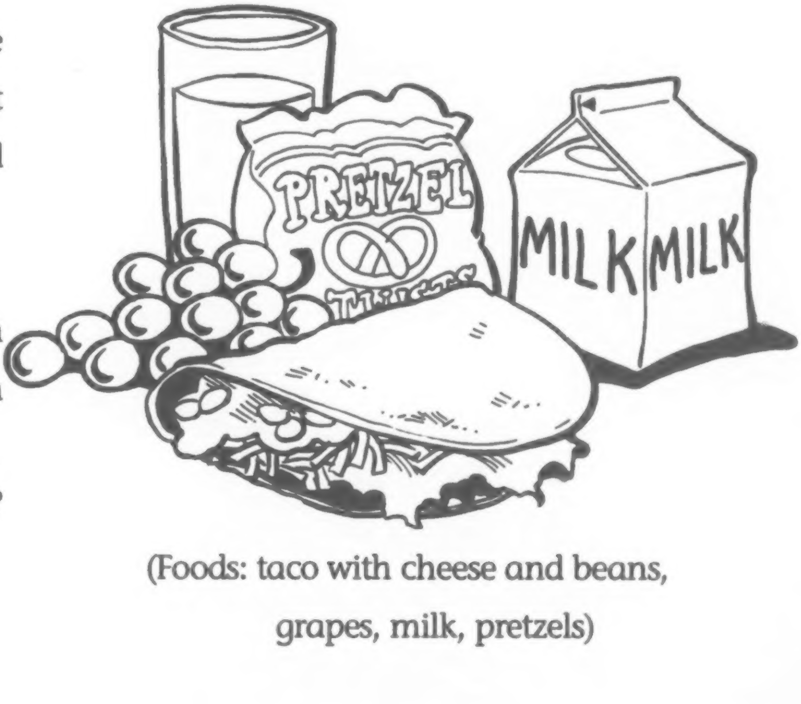
2. How many foods from the Others group are in this meal? _______
   Are there two or fewer?________

(Foods: sandwich with mayonnaise and cheese, corn chips, pie)

1. Does this meal have foods from at least three healthy food groups? ___________

2. How many foods from the Others group are in this meal?__________
   Are there two or fewer?

   ____


PRETZEL
TWISTS
MILK
MILK

(Foods: taco with cheese and beans, grapes, milk, pretzels)

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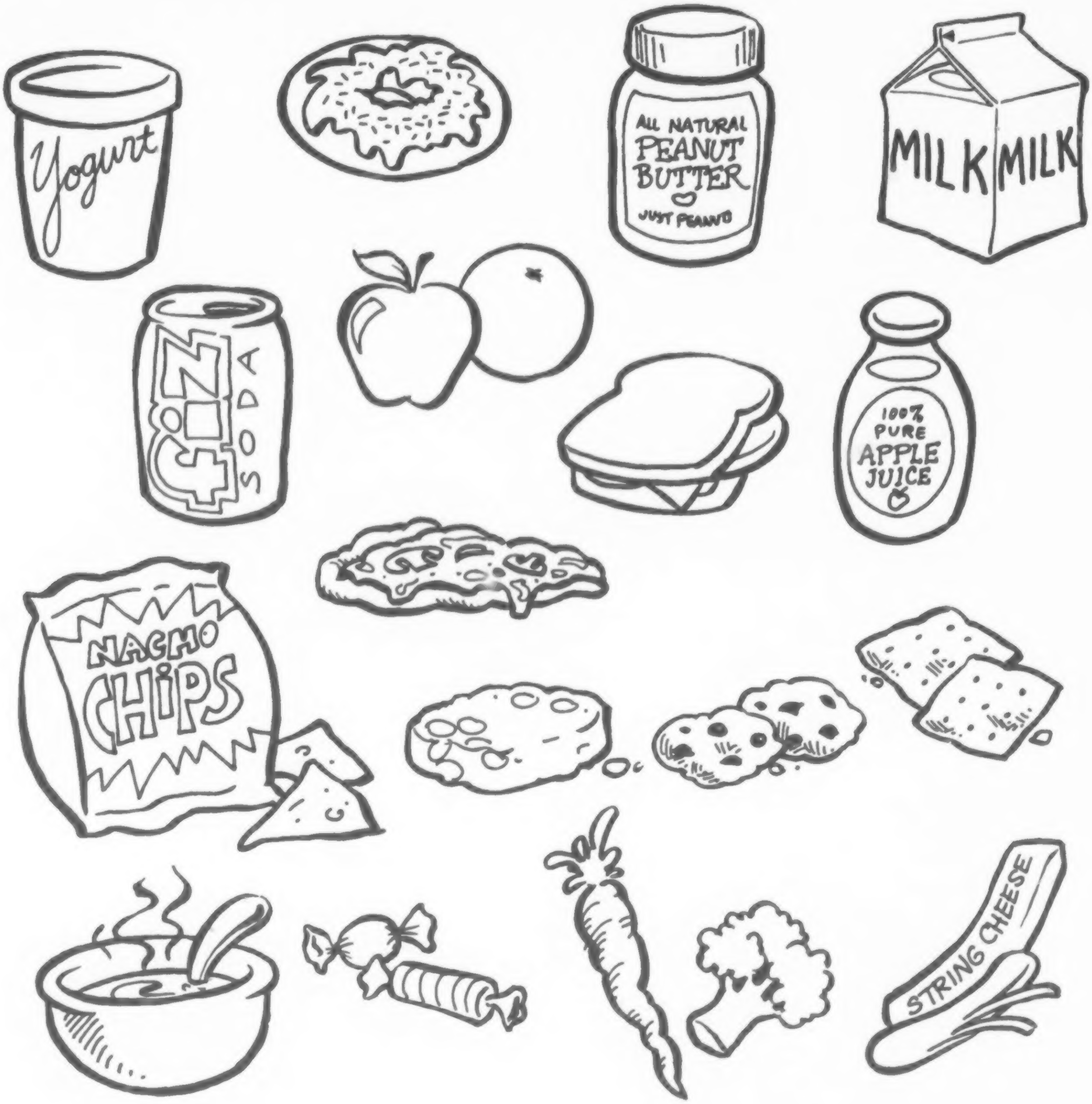
Name ______________________________

Snacks

Directions: Color the foods that are healthy snacks. Draw an **X** through the Others foods—foods that don't help the body stay healthy.


Yogurt
ALL NATURAL
PEANUT BUTTER
JUST PEANUTS
MILK
MILK
SODA
100% PURE
APPLE JUICE
NACHO CHIPS
STRING CHEESE

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Name ______________________________

Snacks for a Week

Directions: Write the guideline you've learned for smart snacking in the box. Then fill in an after-school snack for Monday through Friday. Choose a different snack for each day. Be sure each snack meets the Guideline for Smart Snacking.

Guideline for Smart Snacking

____

____

____

____

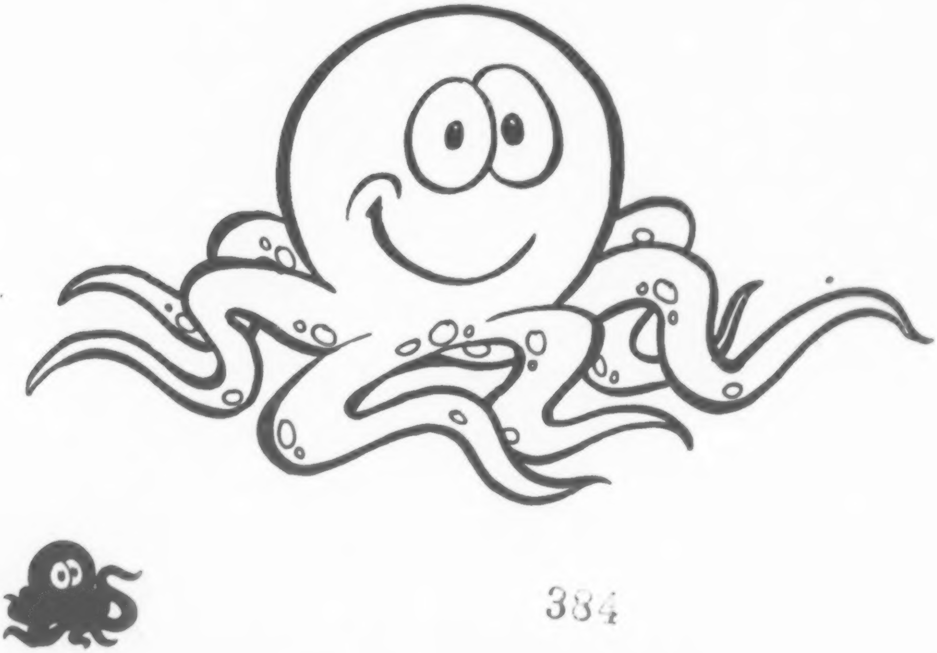
Monday ______________________________

Tuesday ______________________________

Wednesday ______________________________

Thursday ______________________________

Friday ______________________________



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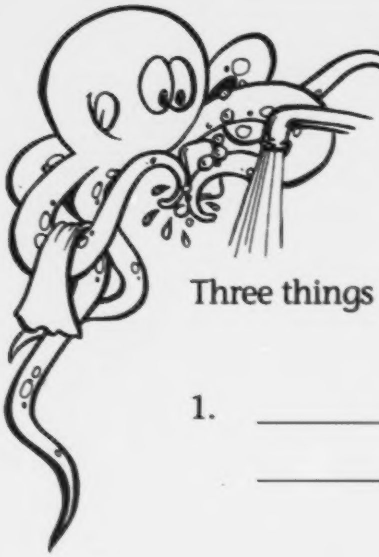
Name ____



Staying Healthy

Directions: Fill in these lists.

Three things I can do to help myself be more fit and more healthy:

1. ____

____

2. ____

____

3. ____

____

Three things I can do to help keep myself from getting sick:

1. ____

____

2. ____

____

3. ____

____

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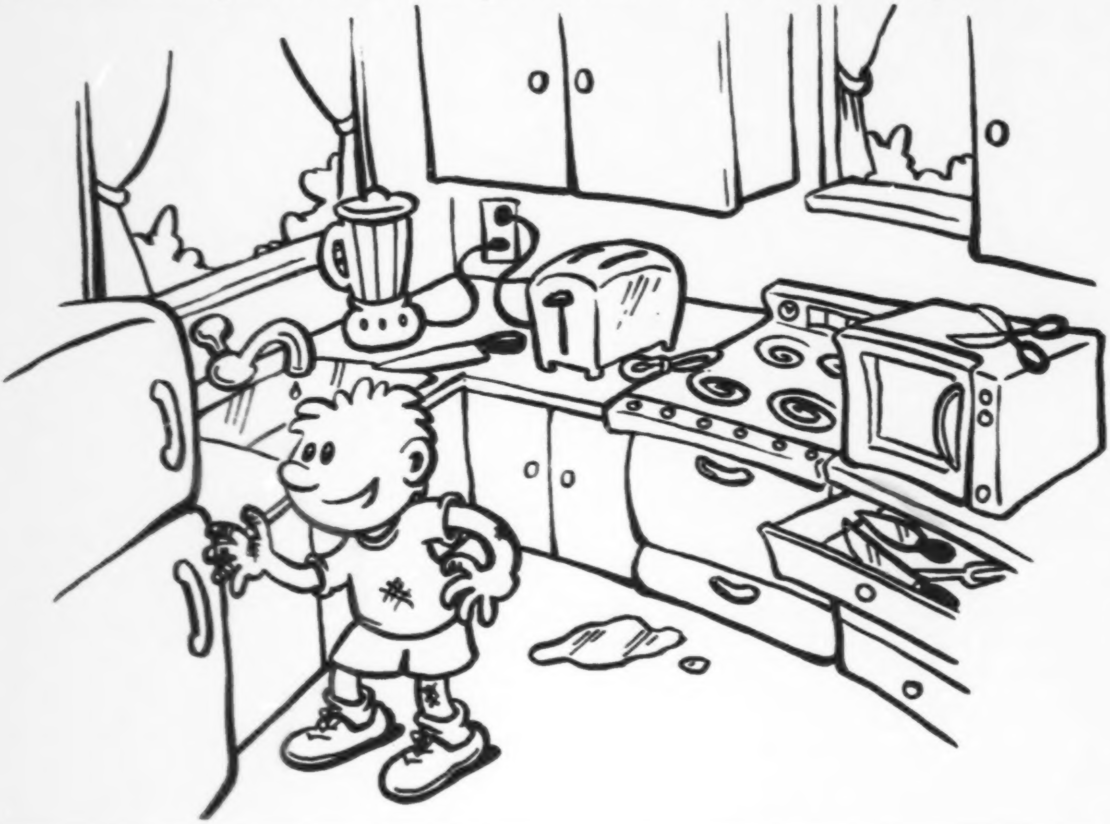
Name ______________________________

Is This Kitchen Safe?

Directions: Write one kitchen safety rule in each box. Then draw a line from each box to something in the picture that breaks that rule. If one of your rules is about something that's not in the picture, draw that thing in the picture.



1.

2.

3.

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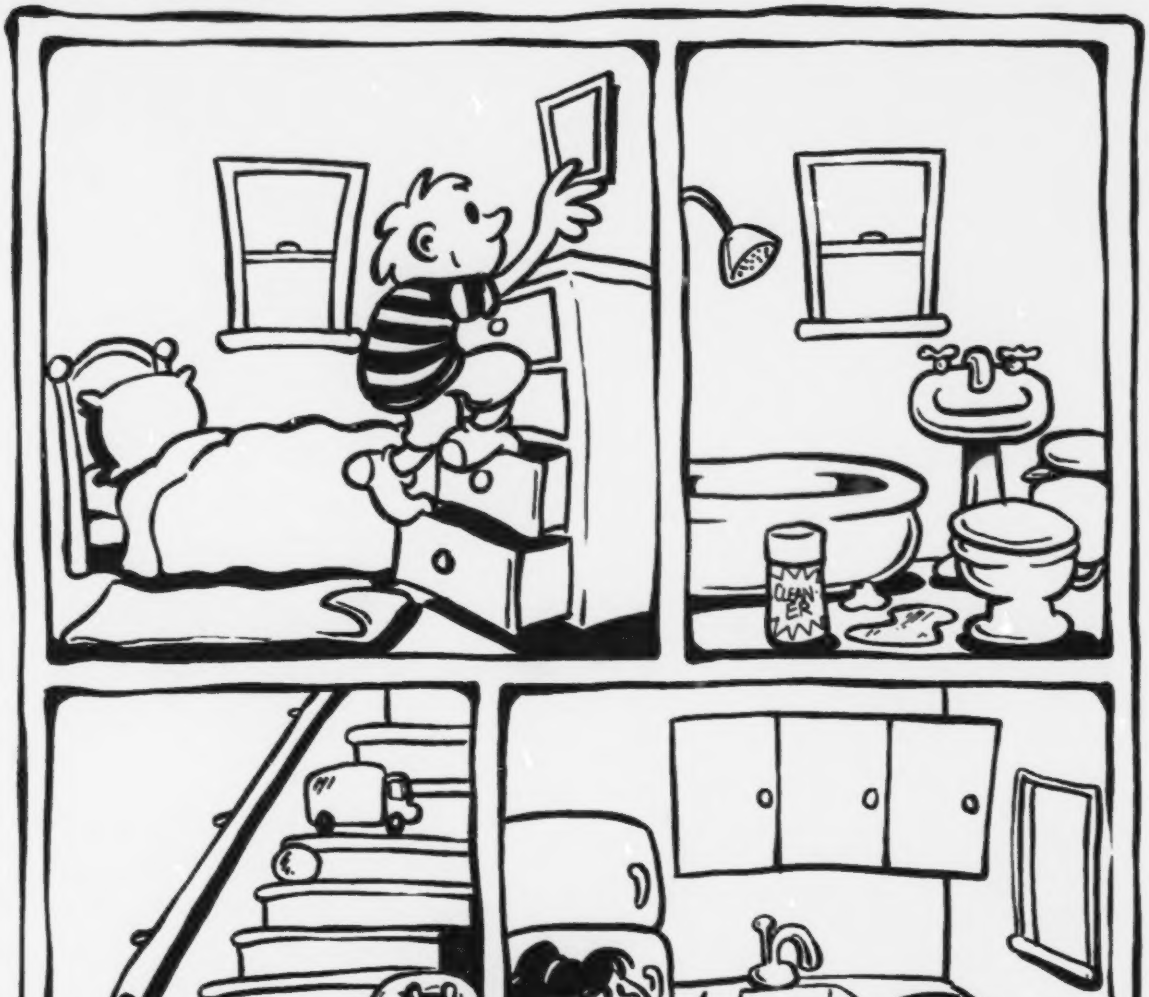
Name ______________________________

What's Wrong in These Rooms?

Directions: Look at this picture. How many safety hazards can you find in these rooms? Circle them.



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Name ______________________________

Decisions About Safety Belts

Directions: Look at the answers to questions 1 and 2. Draw a picture in each box to show the consequences of each choice. Answer the last question. Then take this worksheet home. Ask someone in your family to sign it, and bring it back to school after it is signed.

1. What decision do I have to make?

   Should I wear a safety belt?

2. What are my choices?

   Yes

   No

3. Consequences:

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Name ______________________________

Decisions About Safety Belts (continued)

4. What is the safest choice for me? ______________________

____

Family member sign-off:

Ask a family member to watch you make a safe choice about safety belts and then sign the worksheet.

I have observed ______________________ make a safe choice

(child's name)

about safety belts in the car.

____

Signature

____

Date

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Name ______________________________

Decisions About Hands in the Car

Directions: Answer questions 1 and 2. Draw a picture in each box to show the consequences of each choice. Answer the last question. Then take this worksheet home. Ask someone in your family to sign it, and bring it back to school after it is signed.

1. What decision do I have to make?

2. What are my choices?

3. Consequences:

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Name ______________________________

Decisions About Hands in the Car (continued)

4. What is the safest choice for me? ______________________

____

Family member sign-off:

Ask a family member to watch you make a safe choice about hands in the car and then sign the worksheet.

I have observed ______________________ make a safe choice

(child's name)

about hands in the car.

____

Signature

____

Date

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Name ______________________________

Decisions About Car Doors

Directions: Answer questions 1 and 2. Draw a picture in each box to show the consequences of each choice. Answer the last question. Then take this worksheet home. Ask someone in your family to sign it, and bring it back to school after it is signed.

1. What decision do I have to make?

2. What are my choices?

3. Consequences:

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Name ______________________________

Decisions About Car Doors (continued)

4. What is the safest choice for me? ______________________

____

Family member sign-off:

Ask a family member to watch you make a safe choice about car doors and then sign the worksheet.

I have observed ______________________ make a safe choice

(child's name)

about car doors.

____

Signature

____

Date

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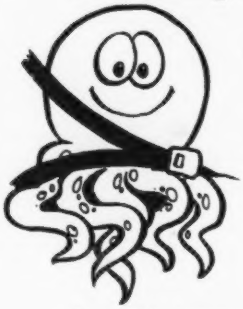
Name ____________________

Being Safe in the Car

Directions: Finish at least two of these sentences. Help out Omar. Tell him why it's important to be safe in the car.

1. It's important for Omar and me to wear a safety belt in the car because:



2. It's important for Omar and me to keep hands, arms and head inside the car because:

3. It's important for Omar and me to get out of the car on the side away from traffic because:

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Name ______________________________

Taking Medicine: Alex's Story

Alex Has a Stomach-ache

Alex wakes up in the morning. His parents are working in the yard. Alex's stomach aches. It hurts a lot. Last year when his stomach hurt, his parents gave him some pink medicine. Alex finds three bottles of pink medicine in the closet. He thinks he knows which kind he took last year. Alex is thinking about taking the medicine without asking his parents.

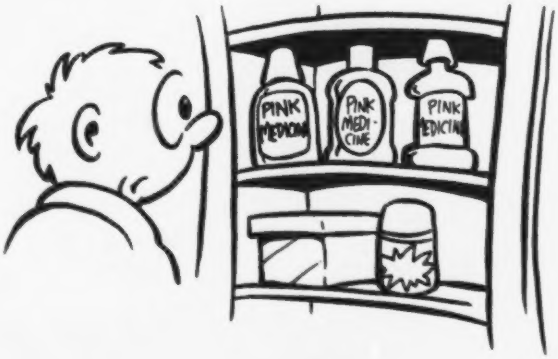
1. What decision does Alex have to make? ______________________________

2. What are his choices? ______________________________

3. What are some consequences of each choice? ______________________________

4. What do you think is the best decision for Alex? ______________________________

5. Why? ______________________________



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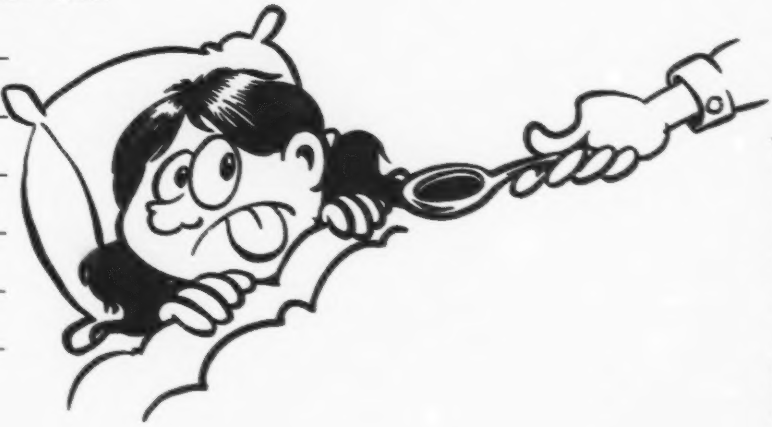
Name ______________________________

Taking Medicine: Maria's Story

Maria's Bitter Medicine

Maria has an infection. Her doctor said that she must take some medicine twice a day. She took the first spoonful this morning. It tastes awful. Maria doesn't want to take any more medicine.

1. What decision does Maria have to make? ______________________________
2. What are her choices? ______________________________
3. What are some consequences of each choice? ______________________________
4. What do you think is the best decision for Maria? ______________________________
5. Why? ______________________________



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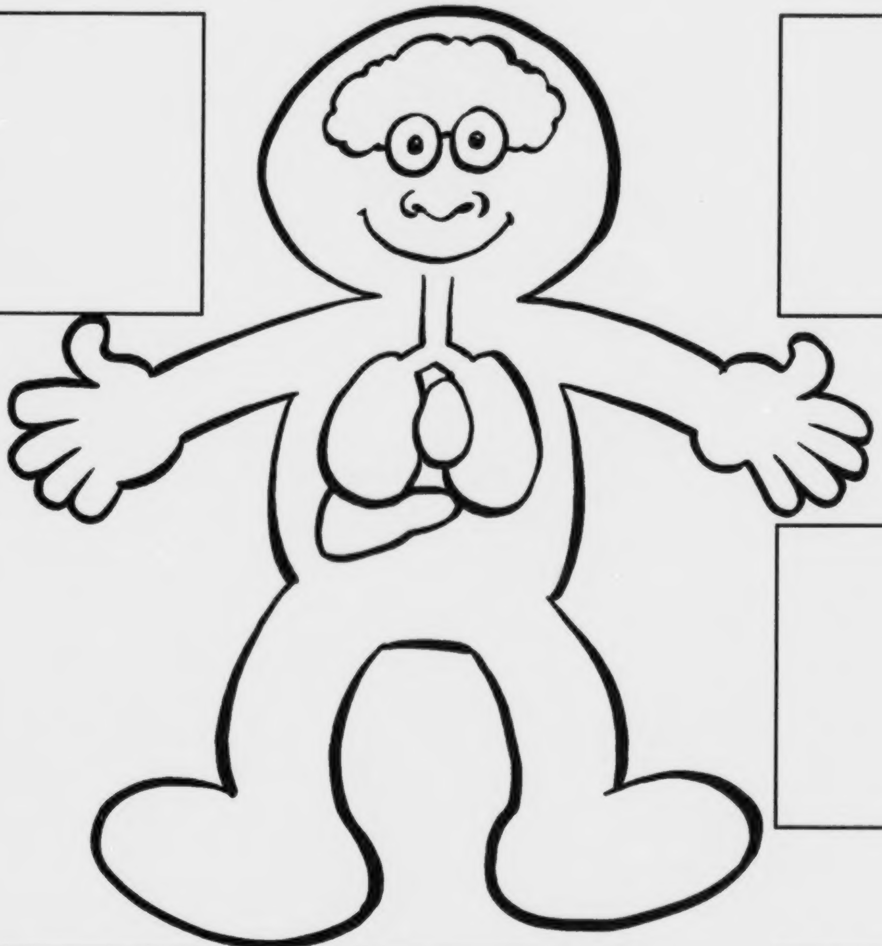
Name ______________________________

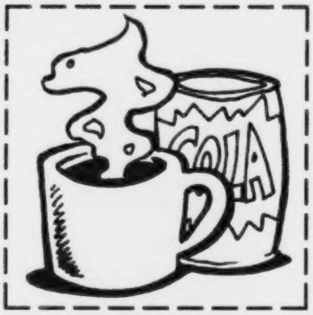
Drugs and Your Body

Directions: Glue a picture of a different drug in each box. Then draw a line from the drug to a part of the body it afffects.

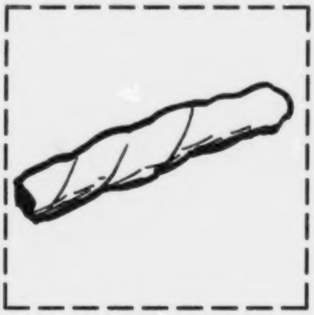


Name ______________________________

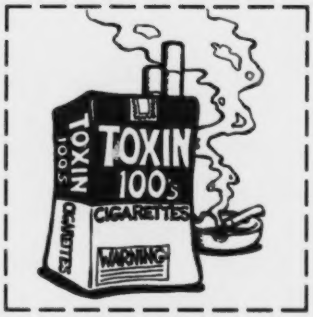
Drugs and Your Body (continued)



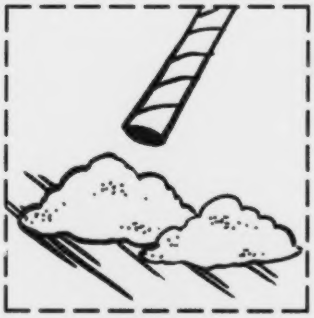
caffeine



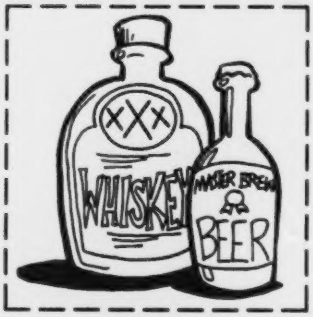
marijuana


TOXIN
100's
TOXIN 100's
CIGARETTES
CIGARETTES
WARNING

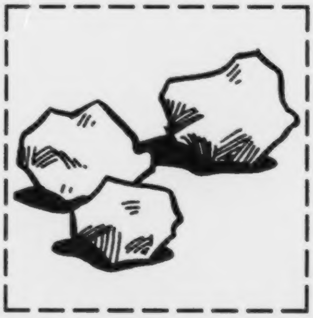
tobacco



cocaine


XXX
WHISKEY
MASTER BREW
BEER

alcohol



crack

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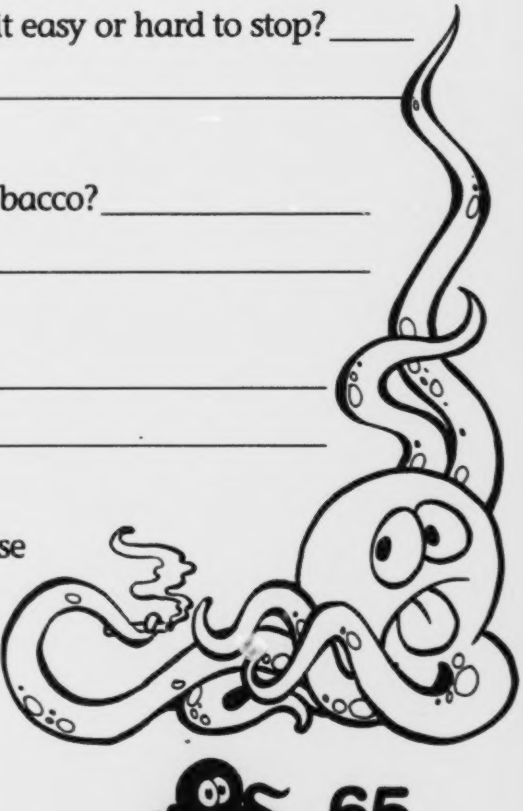
Name ______________________________

Why Don't You Use Tobacco?

Directions: Fill in the first line about the person you interview. Then ask the person the questions and write down the answers. Don't write the person's name on this sheet.

I interviewed: a man a woman (circle one)

1. How old are you? ______________________________
2. Did you ever smoke cigarettes or cigars or a pipe? ______________________________
3. Did you ever chew tobacco? ______________________________
4. If you used tobacco, why did you stop? Was it easy or hard to stop? ______________________________
5. How did you feel when you stopped using tobacco? ______________________________
6. If you never used tobacco, why didn't you? ______________________________
7. If you have children, do you want them to use tobacco? ______________________________
   Why or why not? ______________________________



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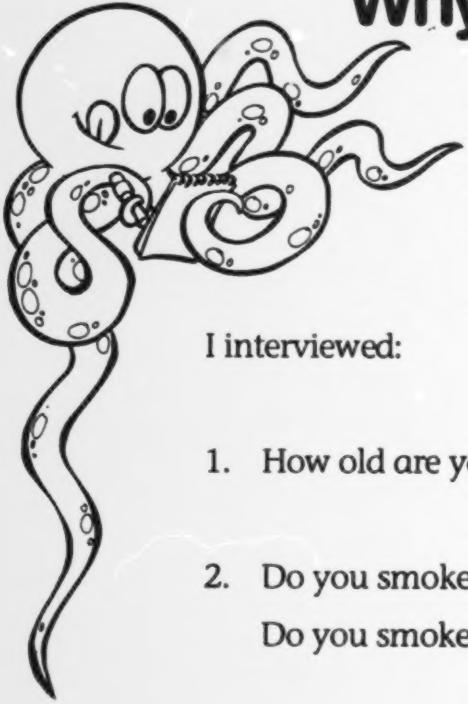
Name ____

Why Do You Use Tobacco?



Directions: Fill in the first line about the person you interview. Then ask the person the questions and write down the answers. don't write the person's name on this sheet.

I interviewed: a man woman (circle one)

1. How old are you? ________________________________

2. Do you smoke cigarettes? ________ Do you smoke cigars?________
   Do you smoke a pipe? __________ Do you chew tobacco?________

3. Why did you start using tobacco? ________________________________
   ____

4. Did you ever try to stop? ________________________________
   If you tried to stop, were you able to? ______________________

5. If you did stop, how did you feel when you stopped using tobacco? _____
   ____

6. If you have children, do you want them use tobacco? ______________
   Why or why not? ________________________________
   ____

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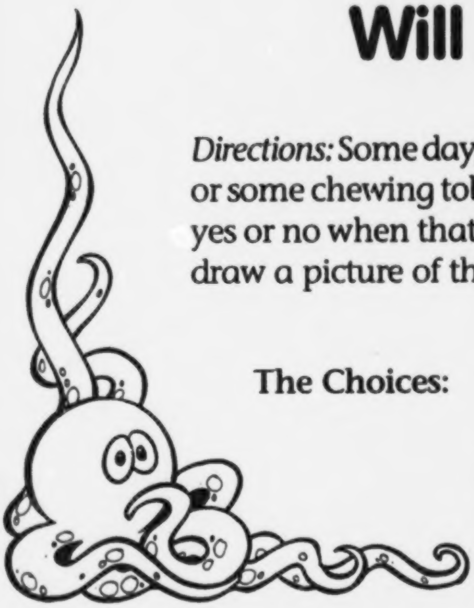
Name ____

Will I Use Tobacco?



Directions: Some day, someone may ask you if you want a cigarette, a cigar or some chewing tobacco. Now is the time to decide whether you will say yes or no when that day comes. Think about each of your choices. Then draw a picture of the consequences of each choice.

The Choices:	Yes, I will use it.	No, I will not use it.
What are the good things about this choice?		
What are the bad things about this choice?		

What is the best decision for me? ______________________________

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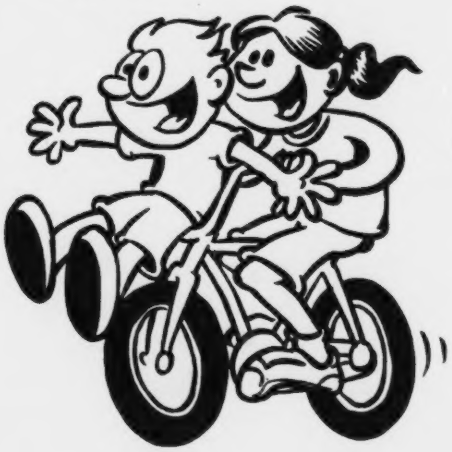
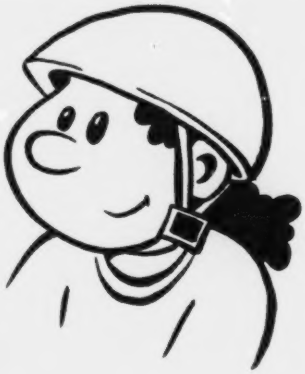
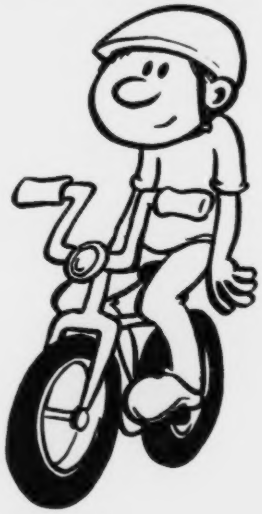
Name ____

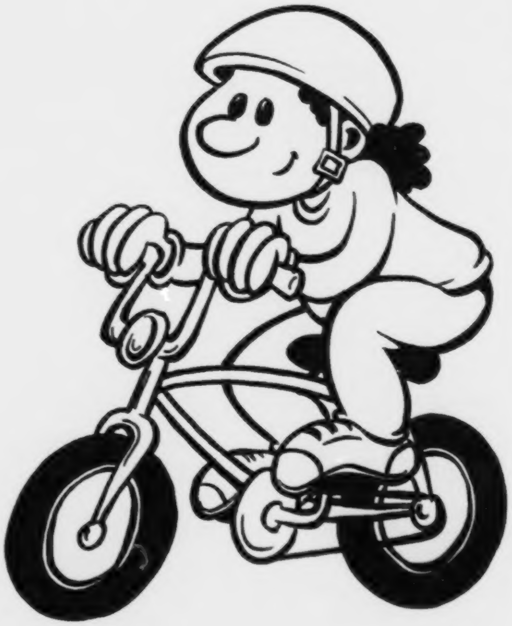
What's Wrong with This Ride?

Directions: Look at each of the pictures of bike riders. If the picture shows an unsafe bike-riding behavior, draw a red circle around the picture and then put a line through the circle. 🛇 Then draw your own picture to show a safe way to ride.









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Name ______________________________

When You Learned to Drive

Directions: Ask an adult who learned to drive many years ago if she or he used hand signals when driving. Then ask these questions:

1. When did you learn to drive? ______________________________

2. What were cars like then? ______________________________

3. How was driving different then? ______________________________

4. What was it like using hand signals in the winter? ______________________________

5. Who taught you the hand signals? Did you learn them in school? from your family? from another driver? ______________________________

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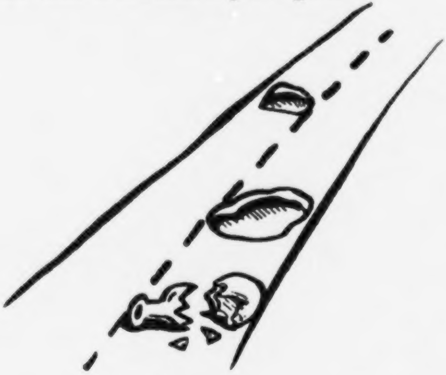
Name ______________________________

Safer Riding

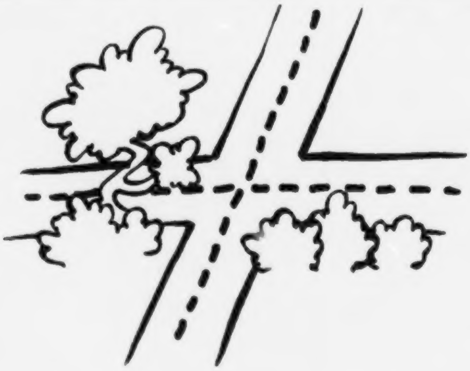
Directions: Four bike hazards are pictured. Pick two or three of the hazards and answer the questions for each hazard you pick.



Bike Hazard 1

1. What is the hazard? ______________________________
2. Why is this a hazard? ______________________________
3. What is one thing you could do to deal with this hazard safely? ________

____



Bike Hazard 2

1. What is the hazard? ______________________________
2. Why is this a hazard? ______________________________
3. What is one thing you could do to deal with this hazard safely? ________

____

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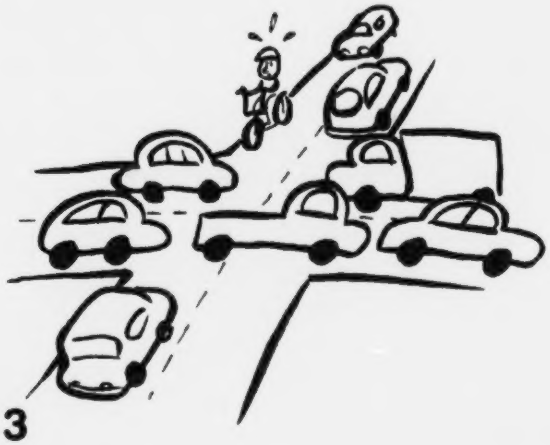
Name____

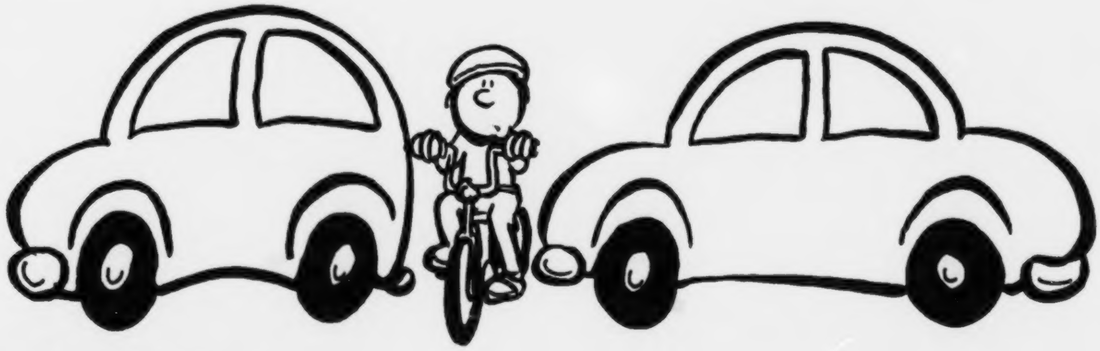
Safer Riding (continued)



Bike Hazard 3

1. What is the hazard? ________________________________
2. Why is this a hazard? ________________________________
3. What is one thing you could do to deal with this hazard safely?________

____



Bike Hazard 4

1. What is the hazard? ________________________________
2. Why is this a hazard? ________________________________
3. What is one thing you could do to deal with this hazard safely?________

____

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Name ____

My Favorite Bike Ride

Directions: Think about the streets where you often ride your bike. Discuss the ride with your family. Ask them to walk or ride along the streets with you. Are there any bike hazards? What are they? Where are they? Draw a simple map of your bike ride on this page. Then mark the bike hazards you noticed.

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Name ____

Caring for the Environment

RECYCLE
CANS

Directions: Look in your group's box. Write the name of each thing in your box in the column on the left-hand side of the chart. Think about something you could do with each thing that would be good for the environment. Write your idea in the middle box.

Then think about something you could do with each thing that would be bad for the environment. Write your idea in the right-hand box. See the example that's already been done

Name of thing	Good for environment	Bad for environment
soda can	Recycle it.	Throw it on the street.

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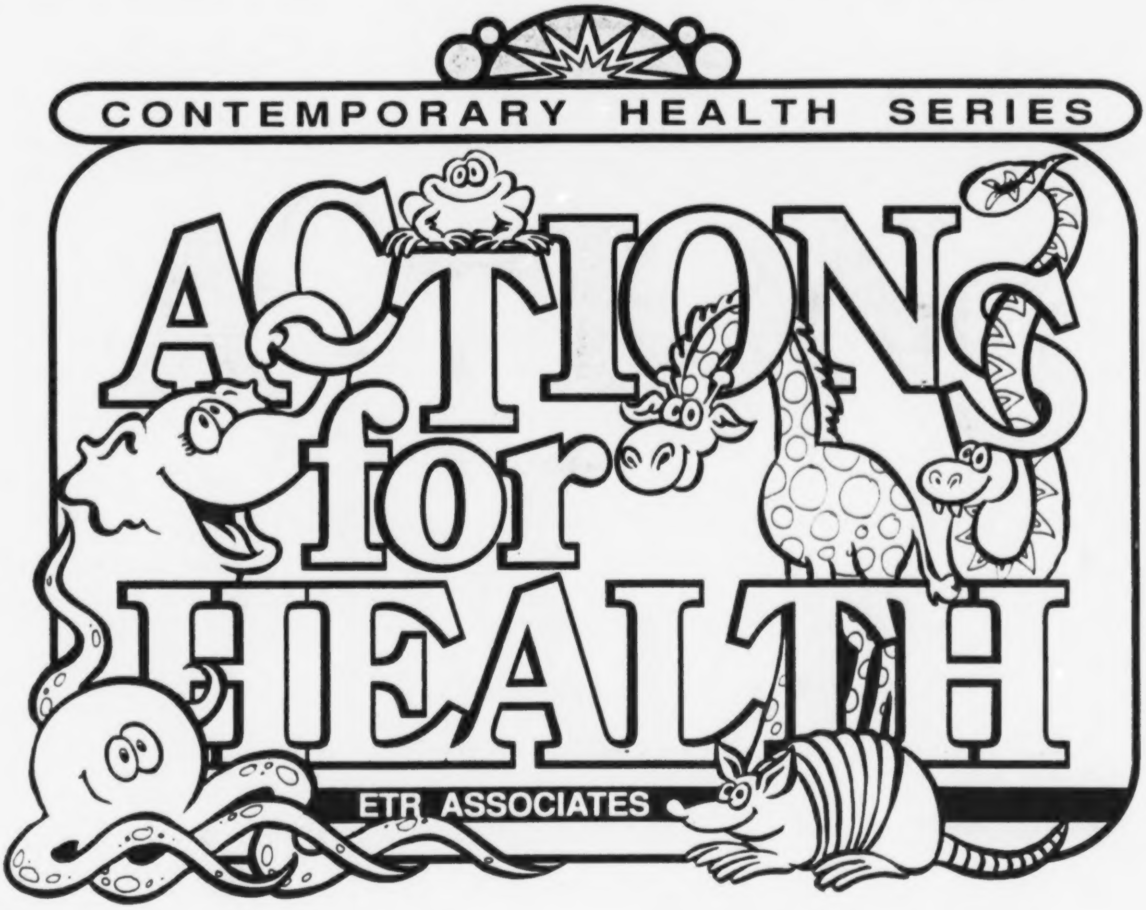
CONTEMPORARY HEALTH SERIES
ACTION for HEALTH
ETR ASSOCIATES

Involving Families

3

SAMPLE

E T R A S S O C I A T E S

Introduction

Family and community involvement is an important aspect of a comprehensive health education program. Families are the primary lifestyle educators of their children. The health knowledge and skills students gain in the classroom must be supported and reinforced at home and in the community.

At every grade level, the *Actions for Health* curriculum has suggestions for home and family involvement, including letters that can be sent home with students on a variety of topics. The letters offer health information for families and children, suggest activities for family health and describe difficult topics.

For your convenience, we have collected the letters for this grade level in this booklet. These letters were developed to accompany specific lessons. We encourage you to use these letters as a tool to develop family and community involvement. Feel free to adapt them to meet your needs.

Other elements of the *Actions for Health* curriculum are also designed to foster family and community involvement:

- **Activity posters** (grades K-3)—These interactive posters feature suggestions for family activities around specific health themes.
- **Pamphlets** (grades 4-6)—These pamphlets, designed to appeal to preteens, can be shared with families.
- **Student booklets**—Each grade level includes two *Actions for Health* student booklets. These are entertaining stories, written around specific health themes, which children are encouraged to share with families.
- **Special Event**—Each grade level includes suggestions for a Special Event, which you can use to involve the school community, family members and the wider community.

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LETTER

Decision-Making Skills

Date: ______________________

Dear Family:

This year, our class is involved in a comprehensive health education program. The curriculum, *Actions for Health,* emphasizes decision-making skills, especially as they relate to decisions about health.

Strong decision-making skills can increase children's sense of control, which will enhance their self-esteem. Combined with health knowledge and the opportunity to make healthy choices, the ability to make decisions is a powerful skill.

Your child has a worksheet to share with you that shows the steps of the decision-making process we are using in class. Please help your child complete this worksheet by describing a personal decision he or she has made at home.

An Actions for Health Book
Who Likes That Stuff?
ETR ASSOCIATES

Your child also has a booklet we read in class to share with you. This booklet, *Who Likes That Stuff?,* illustrates the decision-making process in a common family situation.

I hope you will enjoy sharing these materials with your child. Please be sure both the worksheet and the booklet are returned to class. If you have any questions about the health program, please contact me.

Sincerely,

____

Actions for Health 3 © 1992 ETR Associates

Name ______________________________

Decisions at Home

Directions: Take this worksheet home and discuss the Decision Steps with an adult in your family. Then complete the steps for a decision you have made at home.

Decision Steps

1. **Identify the decision.**

   What decision did you have to make?

   ____

   ____

   ____

2. **Consider the choices.**

   What were your choices?

   ____

   ____

   ____

3. **Think about the consequences of each choice.**

   List the consequences of your choices.

   ____

   ____

   ____

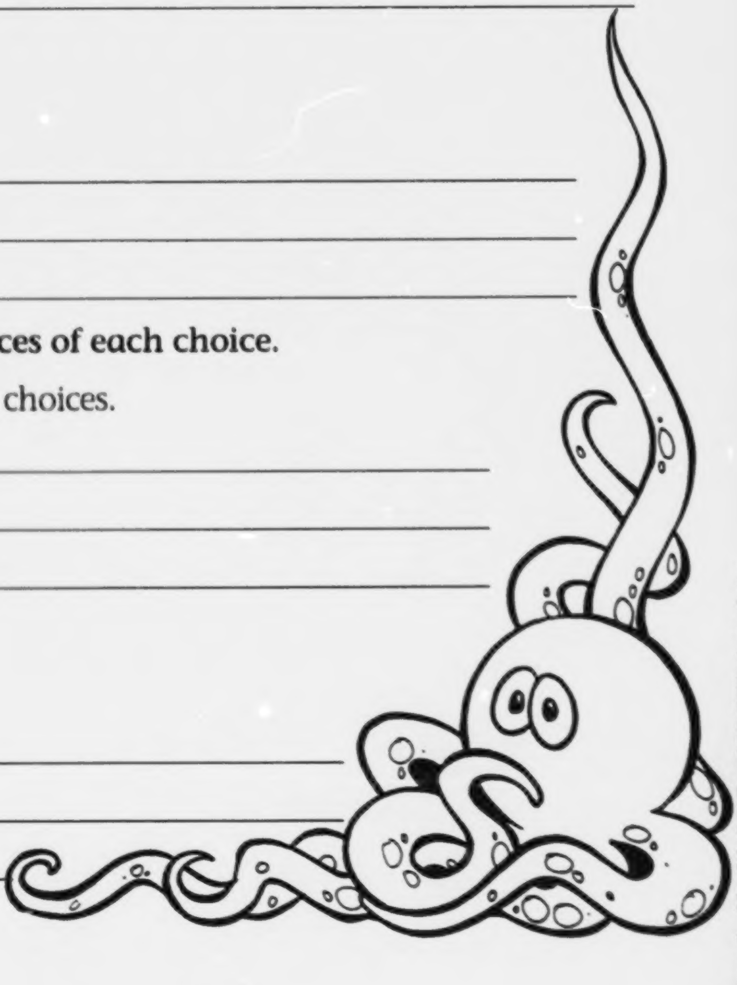
4. **Make the decision.**

   What did you decide?

   ____

   ____

   ____



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Family Responsibilities

Date: ______________________

Dear Family:

Our class is studying family roles and responsibilities as part of a health unit on getting along with others. Today we talked about the things different family members do for each other.

Children learn responsibility, cooperation and consideration by having specific jobs to do as part of a family. Help your children see how they are important members of the family team, working together to achieve common goals.

Sincerely,

____

Actions for Health 3 © 1992 ETR Associates

Children's Rest

Date: ________________________

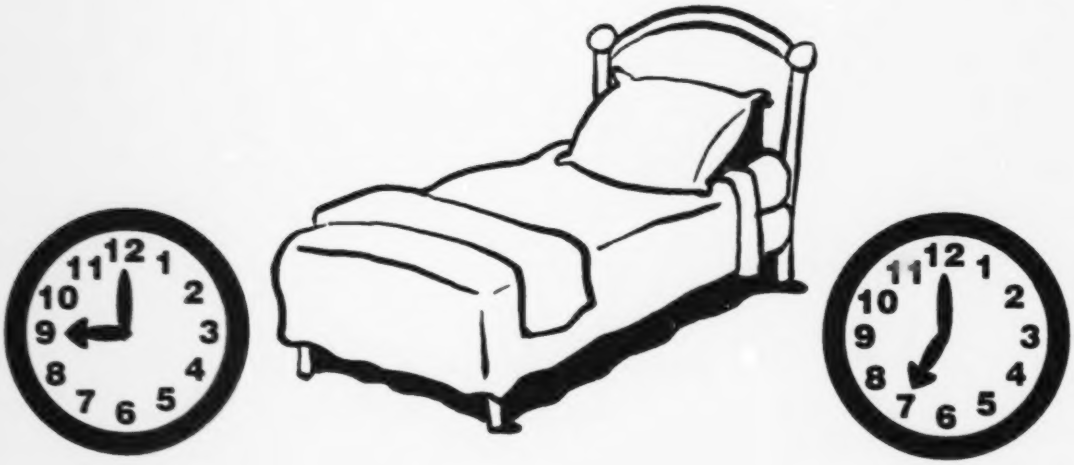
Dear Family:

In health class this week, children are learning about the importance of rest and sleep. We've also studied the importance of physical activity. Growing children need rest as well as activity. According to Dr. Richard Ferber in *Solve Your Child's Sleep Problems* (Simon and Schuster, 1985), children at age eight need about ten to eleven hours of sleep a night.

Your child has a worksheet to share with you. Help your child complete the worksheet by circling the clock that shows the hour closest to the time she or he went to bed. Then mark an *X* on the clock that shows the hour closest to the times she or he woke up. Be sure the child returns the worksheet to school for the next health lesson.

Sincerely,

____



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Name ______________________________

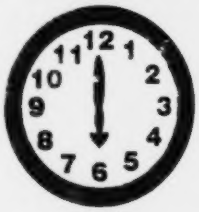
Time for Bed

Directions: Circle the clock that shows the hour closest to the hour you went to bed last night. For example: If you went to bed at 8:15, circle the clock that shows 8:00 p.m.

Then put an X on the clock that shows the hour closest to the time you woke up this morning. For example: If you woke up at 7:30, put an X on the clock that shows 7:00 a.m.

Then count the clocks, starting with the clock you circled and ending with the clock just before the clock you marked with an X. The number of clocks you count equals the hours of sleep you got.

What time did you go to bed?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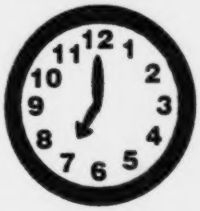
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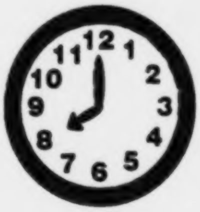
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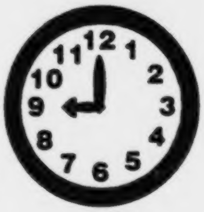
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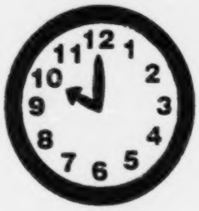
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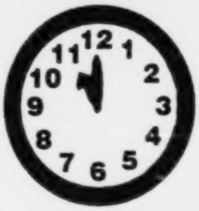
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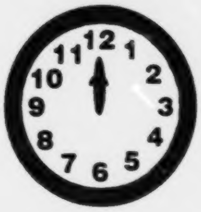
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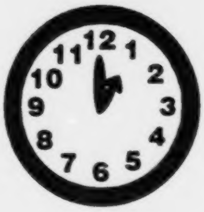
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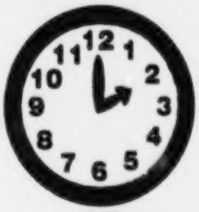
What time did you get up?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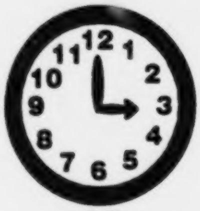
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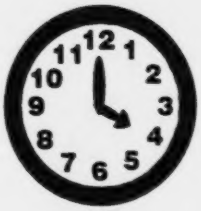
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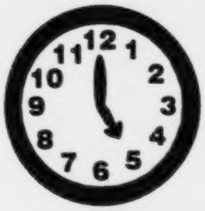
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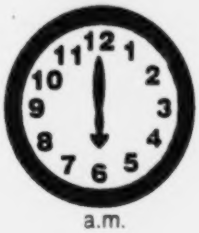
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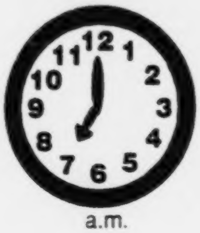
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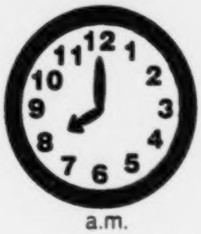
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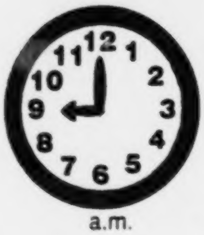
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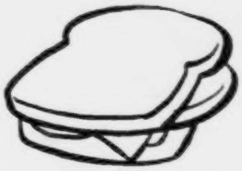
Children's Nutrition

Date: ______________________

Dear Family:

Students are now studying nutrition in health class. They are learning about basic food groups, combination foods and a category called "Others" foods.



Combination foods are mixed dishes that combine foods from different food groups. They include soups, sandwiches, casseroles and stews.

Foods that are low in nutrients and high in sugar and/or fat belong in the Others category. These foods should be eaten only occasionally, as they do not contribute to good health.

Dietitians suggest that our daily food choices should include many complex carbohydrates—fruits, vegetables and whole grains—and limited amounts of foods high in fat and cholesterol, such as bacon or egg yolks. Of course, every family's food choices will be different.

In class, we emphasize the importance of eating a ***variety*** of healthy foods. Eating a variety of foods from different food groups helps ensure that growing children get the nutrients they need.

We also discourage the choice of too many foods from the Others category, because filling up on these foods won't leave room for the healthy foods bodies need to grow. Students will have an opportunity to taste some healthy snacks in class and will be asked to plan their own healthy snacks for a week.

Sincerely,

____

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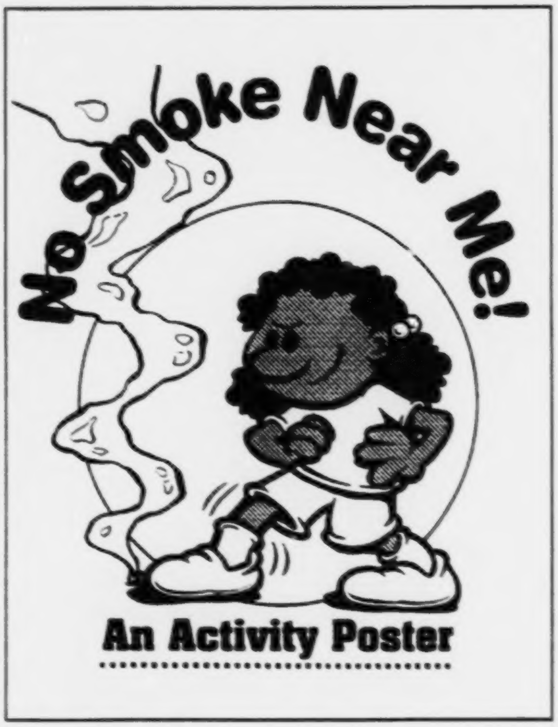
Secondhand Smoke

Date: ____________________

Dear Family:

As part of the *Actions for Health* curriculum, our class is learning about the dangers of tobacco use. As you probably know, research indicates that smoke from other people's cigarettes is harmful to those who breathe it.

Even if some family members smoke, you may want to talk with your child about the dangers of tobacco use. One option for families with smokers is to decide on places in the home that will be smoke free. Your child has an activity poster to share with you. The poster can help you identify smoke-free areas in your home.



Sincerely,

____

Actions for Health 3 © 1992 ETR Associates

Bicycle Safety

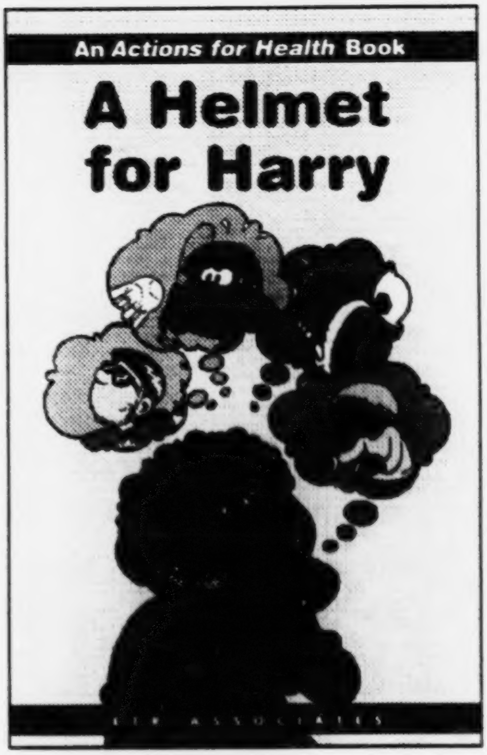
Date: ______________________

Dear Family:

Students are studying bicycle safety as part of the health curriculum. One of the behaviors emphasized in these lessons is the importance of wearing a helmet when riding a bike.

Head injuries are the leading cause of death in accidents involving bicycles. More than 1,000 people are killed in bicycle accidents each year, and 75 percent of these deaths are caused by head injuries.

Students have read a booklet in class about a boy who decides he wants to wear a bicycle helmet. Your child has brought this booklet, *A Helmet for Harry,* home to share with you.



An *Actions for Health* Book

A Helmet for Harry

ETR ASSOCIATES

Students are also learning to use hand signals when they ride.

In the next lesson, students will be learning about bike hazards and ways to avoid them. Your child will be asked to ride or walk one of his or her favorite bike rides with you to check for bike hazards.

I hope you enjoy sharing these activities with your child.

Sincerely,

____

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Environmental Decisions

Date: ______________________

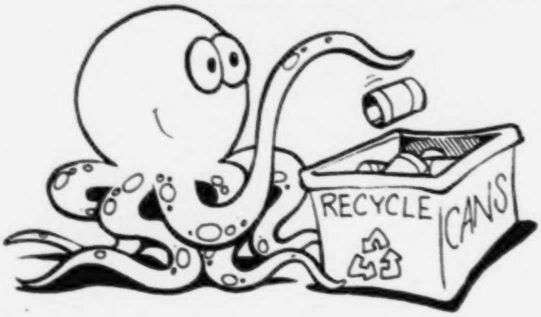
Dear Family:

In their health lessons, students have been learning about the effects of pollution on the environment. Every year in the United States, we throw away about 1,500 pounds of garbage for every person in the country.

Students have studied the three Rs for the environment—Reduce, Reuse, Recycle. These three concepts can help us reduce the amount of garbage we throw away as well as conserve energy and water.

- Reduce simply means to use less of things such as water, electricity, gas and disposable paper products.
- Reuse refers to using things more than once, such as using cloth napkins instead of paper.
- Recycle means to return objects that can be made into new products, such as aluminum cans and glass bottles.

Your child has an **Environmental Decision Card** and a **Family Environmental Decisions** worksheet to share with you. Most of the decisions relate to energy use. Please discuss the decisions with your child and help her or him complete the worksheet.



Sincerely,

____

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Name ________________________________

Family Environmental Decisions

Directions: Read and discuss each **Environmental Decision Card** with your family. Then write down what decision you have to make. Next, write down a choice that would be good for the environment. Then write down a choice that would be bad for the environment.

Decision Card 1

Decision ______________________________

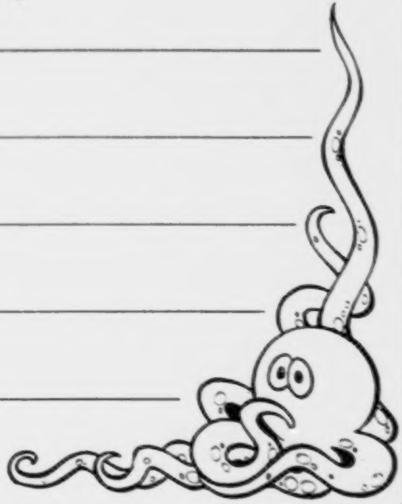
____

Good for the environment ______________________________

____

Bad for the environment ______________________________

____



Decision Card 2

Decision ______________________________

____

Good for the environment ______________________________

____

Bad for the environment ______________________________

____